BRITISH BURMA.

EDUCATION REPORT

1867-68.

BY

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EXTRACT FROM PROCEEDINGS

IN

HOME DEPARTMENT

No. 277A.

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1868.

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EXTRACT FROM PROCEEDINGS IN THE HOME DEPT. NO. 277A.
EDUCATIONAL REPORT.

MINUTE

BY COLONEL ALBERT FYTCHE, CHIEF COMMISSIONER OF BRITISH BURMA AND AGENT TO THE GOVERNOR GENERAL, ON THE EDUCATIONAL REPORT FOR 1867-68.

SCHOOL STATISTICS.

THE total number of Schools, Government and aided, in the Province is 181, and the total number of pupils in them is estimated at 5,274, against 151 Schools and 5,271 pupils last year. The total number of pupils can only be stated approximately, 18 of the Schools having furnished no returns.

2. The number of Government Schools remain the same, 4. There is therefore an increase of 30 in the number of Aided Schools, the principal increase is in the Lower Class, or Village Schools.

3. The original number has been increased by means of branch Schools which have now become independent; and the Grant-in-aid formerly expended in the original Schools, has been distributed amongst all, the amount allotted to each School being thus considerably reduced.

4. Two new Schools have been opened during the year under the Grant-in-aid system, viz., a Boys' School at Henzadah and a Girls' School at Rangoon, both under the Society for the Propagation of the Gospel. Three other Schools have begun to receive aid from Government, two at Toung-oo and one at Ramree. Two Schools resigned their Grants during the year, viz., the "English and Burmese School" at

Toung-oo, and the "Morton Lane School" at Maulmain. both under American Missionaries. These Schools are still carried on independently of Government.

5. No Grant has been applied for owing to the absence at present of the "adequate management" required by the Grant-in-aid Rules.

6. The Schools in the Province have been classified as follows:—

Government Schools,
Aided Schools, comprising

1. Middle Class Schools.
2. Lower Class Schools.
3. Monastic Schools.
4. Normal Schools.
5. Female Schools.

Government Schools.

7. The number of Government Schools is four, the same as at the close of last year. The number of students in them has increased from 440 to 512. The Schools are situated at Akyab, Kyouk-Phyoo, Maulmain and Prome.

The Akyab and Kyouk-Phyoo Schools are favorably reported upon; the Maulmain School, which was unfavorably reported upon last year is improving under a new Head Master.

The Prome School shows an increase in number, but is not yet nearly as well attended as the other Government Schools: the district being one in which as yet the advantages of education are not fully appreciated by the people.

The total expenditure on these Schools during the year was Rs. 20,716 against Rs. 18,036 last year, and the net charge to Government was Rs. 16,207 against Rs. 14,768 last year.

The receipts from fees were Rs. 3,859 against Rs. 3,168 last year: and the cost to Government of each pupil's education was Rs. 42-12.

Aided Schools
1 Middle Class Schools.

8. The number of Schools in this class is fifteen, and the total number of pupils on the rolls 1,423. The total expenditure on these Schools was Rs. 91,731, of which Rs. 25,810 was the amount of the Government Grant, and Rs. 65,921 the receipts from local sources.

The amount cost of each pupil's education was Rs. 53, and the cost to Government Rs. 13.

The leading Schools in this class are the Town School, Maulmain, and the S. P. G. and St. Paul's School at Rangoon.

The Town School, Maulmain, is a mixed School for boys, girls, and infants of European and Eurasian parents, and is under the control of a Committee. The number of pupils on the roll is 110 against 119 last year.

This School undoubtedly owes its efficiency and popularity, which are as great as ever, to the ability and personal efforts of Mr. Gilbert, the Head Master.

The S.P.G. School, Rangoon, is under the superintendence of the Rev. J. E. Marks, and has for some years been one of the most prosperous and most favorably reported upon in the Province. It is a School for all classes of pupils, and contains boys of Chinese, Mogul, Hindoo, Eurasian and English, as well as Burmese origin. The number on the rolls has increased during the year from 274 to 295, of whom 25 are boarders; and the applications for admission as boarders are more numerous than Mr. Marks can entertain.

The success of the School is due solely to the influence of Mr. Marks, who has a hold over Burmese, both parents and children, which few others are able to acquire.

St. Paul's School is flourishing under the care of the Christian Brothers and the superintendence of the Right Rev. Bishop Bigandet. The numbers have considerably increased during the year, and the School has been removed into a fine new building, for the purchase of which a liberal grant was made by Government.

The total number of aided Village Schools is 150 against 126 last year, and the number of pupils is estimated at 3,167 against 2,033 last year. The total expenditure on this class of Schools was Rupees 16,469. Of this, Rupees 7,143 was the amount of the Government Grant-in-aid, and Rupees 9,326 the estimated receipts from private sources. The average cost of each pupil's education was Rupees 5·8, and the cost to Government Rupees 2.

The Schools are all in the Pegu division, and with a few exceptions, are for the Karen race only. The Rev. Mr. Smith, one of the American Missionaries in charge of Schools in the Myan-oung district, writes :—" It is only where the Karens have been converted that Schools have been established, and such Schools are the result of the zeal of the Catechist inciting the people to send their children, and are at the same time conducted by him." These Schools are reported as successful and greatly improved by the Grant-in-aid, but it must be remembered that they are established almost solely among Karen converts to christianity: while the task of imparting secular education to the mass of the population is as yet unattempted.

The number of Budhist Monasteries receiving instruction from Government teachers is 31, of which 23 are in Rangoon, and 8 in Maulmain, the total number of pupils nominally studying is 91.

Mr. Hordern has fully discussed the subject of Monastic Schools in his Report. The small expenditure upon this ex-

periment appears to be at present justified and should be continued, although the fruits of it may not be apparent for a considerable time.

Normal Schools.

9. The total number of aided Normal Schools is 7, and the total number of pupils in them 398. The expenditure on these Schools was Rupees 17,641, of which Rupees 5,400 was paid by Government, and Rupees 12,241 from local sources; the cost of each pupil's education for the year being Rupees 63, and the cost to Government Rupees 23.

Of these Schools, not one is for Burmese—the Karen race, as before shown, being under the special patronage of the various Missionary bodies in the rural districts—and the aided Village Schools being almost all for the Karens. With regard to the status of these Normal Schools, they are generally so called rather because their object is to provide teachers for village Schools, than as professing to impart a special training in the art of teaching up to definite standards, no such standard having been hitherto laid down. The Schools, however, appear fully to answer their purpose in keeping up a supply of Village Schoolmasters among the Karens, and it is needless to add that similar Schools are urgently required for the Burmese population.

Female Schools.

10. The number of Schools in this class is 5, and the number of pupils in them 108. Of these 179 are Burmese, 74 Karens and 155 of other races. One new School has been established during the year at Rangoon under the S. P. G., which numbers 87 pupils, and the success of which augurs well for the future.

This number, however, does not show anything near the total number of girls receiving education in the Province.

The Schools here reported upon, are Schools for girls only—but there are numbers of mixed Schools, in many of which the proportion of girls to boys is 50 per cent.

The Town School at Maulmain is the most prominent instance, and many, if not all of the Village Schools are also cases in point. The average cost per pupil annually in this class of School is Rupees 83, of which, Rupees 57-8 is from private sources, and Rupees 25-8 paid by Government. The total expenditure on these Schools was Rupees 21,533, of which Rupees 5,800 was paid by Government, and Rupees 15,733 from private sources.

The subject of female education assumes special interest in this Province, where, from the absence of caste prejudices, and of the strict seclusion of women which prevails throughout India, there are *primâ facie* fewer obstacles to the extension of female education than in any Indian Province under Her Majesty's Government.

The two Convent Schools, each connected with an Orphanage at Rangoon and Maulmain, under the Right Reverend Bishop Bigandet, are valuable and flourishing institutions: and the Girl's Department of the Diocesan School provides instruction for Protestant children of the same class.

11. The total expenditure on education during the year was Rupees 1,82,051, of which Rupees 24,611 was from Fees, &c., Rupees 83,119 from private sources, and Rupees 74,321 the expenditure from Imperial Funds.

12. The following abstract of the distribution of expenditure shows that the contributions from Government amount to six pie per head of the population, and from fees and private sources to 8½ pie per head, the total being in

the proportion of barely two pence to each member of the population :—

Source of Charge.	From Imperial Funds.	Expenditure. From Local Funds. Fees and Fines.	Other Local sources.	Total.	Total expenditure from Imperial and Local Funds.	Per centage on total expenditure.	Population.
Direction and Inspection, ...	12,521	...	...	...	12,521	6¾	2,392,312
Government Schools, ...	16,207	3,859	650	4,509	20,716	11½	
Aided Schools for Middle Classes, ...	25,810	20,752	45,169	65,921	91,731	50½	
Aided Schools for Lower Classes, ...	7,143	...	9,326	9,326	16,469	9	
Monastic Schools, ...	1,440	...	...	...	1,440	¼	
Aided Normal Schools, ...	5,400	...	12,241	12,241	17,641	9¾	
Aided Female Schools, ...	5,800	...	15,733	15,733	21,533	12	
Total Rupees...	74,321	24,611	83,119	1,07,730	1,82,051		

GENERAL REMARKS.

13. The Director has remarked in several parts of his report on the imperfectness of the Educational Returns—this is hardly to be wondered at, scarcely had an Officer been appointed to the duty of supervising the educational system of this Province, and had begun to bring matters into order by regular inspection, than he ceased from all earthly labors—his place was filled by an Officer who, though able, had no particular predilection for the occupation, and the present incumbent has been too short a time to do much more than lay the foundation for further organization. Judging from his intelligent report, the present Director is eminently fitted to systematise, and gain the cordial co-operation of all with whom his duties will bring him in concert, but he evidently labors under the difficulty of there being no authoritative standard prescribed for the various classes of schools.

14. The designation assumed by the Founders or the Superintendents of many of the Schools is so arbitrary as to lead to misconception regarding the class or standard of education imparted—this is to say the least, a very great inconvenience, and failing any declaration of Government on this point, the only means the Director has left, to enable him to classify the various Schools, is by personal inspection.

15. The Director's remarks as to the absence of Government aid towards the education of the rural Burmese population—the Missionary influence which has pushed on education among the Karens—and the desire for education among the population of the seaport towns, are generally correct. There is no question, but that the influence of education is first felt in the large seaport towns—the battle of life is here more keen, and the industry displayed by foreign and more industrious races stimulates rivalry to an extent which is unknown in the secluded hamlets far removed from active competition in the race for opulence.

There is no question but that in this country, it is from the centres of commercial enterprise that education will receive its most rapid developement, and the desire shown by the inhabitants who dwell in the great arteries to these Emporia will be the next to feel this influence; indeed, the success the Rev. J. E. Marks has experienced in his visits to the large towns on the Irrawaddy river quite corroborates this idea. But while it is in the chief towns that our utmost efforts should be made, it is not to be understood by this, that the inhabitants of the interior or distant localities should be neglected.

16. In the Mergui and Shwé-gyeen districts, no efforts are being made to aid the people in education; Sandoway, Cheduba, and other places also call for immediate help. It is desirable that the Director should lose no time in visiting

these places, and initiating such measures as can be compassed.

17. The success which appears to have attended the "Town School" at Ramree may be quoted as an example of what may be accomplished with moderate means. Captain Plant, the Deputy Commissioner, remarks on this School—"I may simply state that when I examined, with Lieutenant-Colonel Stevenson, this School, I was perfectly astonished at the progress made in English by a set of Burmese pupils under a Burman for a master (who had learned English), yet who had not the advantage of seeing Europeans often, and who was not impelled by other than his own zeal and intelligence to bring his School to the state of efficiency in which I found it."

18. The "Karen Normal and Industrial School" at Bassein also appears to be an institution from which the greatest benefit may be expected to accrue to the scholars instructed therein.

19. As regards Jail Schools, probably more might be done. The Director has been requested to put himself in communication with the Inspector General of Prisons, and frame some scheme, having for its object the instruction of a limited number of the Prisoners in each Central and District Gaol, as may be willing to learn the English language.

20. The Director seems to think it a reproach that the Burmese youths should be desirous of learning, merely for the sake of advancing their material interest; but it can scarcely be said there is any disadvantage in people acquiring knowledge for the sake of the position and the benefit which accrues therefrom. Too much weight should not be attached to the opinion that the more secular the education in a monastery, the lower it is held in the opinion of the people, possibly in the estimation of a few natives whose minds are

more rigidly attached to the religious principle this may be the case, but the avidity with which parents send their children to such Schools as St. John's, and St. Paul's, is a proof that the people do set store on the acquirement of secular knowledge, and in many monasteries our books are even now received and perused with interest.

21. The assertion that the Monks do not desire to impart the knowledge they possess, is rather too sweeping; without doubt there are many Monks possessed of more honesty than the above implication would imply, who are sufficiently acute to understand that real merit consists more in the result obtained, than in the mere form of teaching; but should the Director's argument be correct, it would militate equally against the village system he patronises, as the old men of the village teach merely as a matter of merit—as indeed the Burmese do many other things—but not the less heartily on that account.

22. That laymen are occasionally met with, better informed than the clergy of the country, is a fact not perhaps peculiar to this Province.

23. As regards Sir Arthur Phayre's system for gradually making the monasteries available as a medium for imparting European secular knowledge, it should be borne in mind, that, associated with it was a man eminently fitted for the work, and this, though no fault, was perhaps the weak point of the scheme, for his loss is for the time being, as regards that work, irrepairable. What was hoped for from him was, that while in the pursuit of this object, he disarmed prejudice among the Elders of the monasteries; he inspired an awakening interest among the younger members, that was all that was hoped for as a commencement, the rest, it was anticipated, would follow when these youths themselves became Monks, and the instructors of another generation.

24. Here it may not be out of place to mention, that there is near Rangoon a Monk, who was for several years under tuition in a Government School, where he made considerable progress in English. Shortly after leaving School, he adopted the monastic life and dress for the purpose of studying Pali. He now imparts tuition to his pupils, not only on religious subjects connected with his own Budhist faith, but he has also procured a dozen copies of "Hough's Geography," which he teaches in his monastery. He states his great want is maps; this is a deficiency which might be supplied by Government. Geographical maps are studied with great interest by all Burmese boys; they naturally enquire where the great mountain "Myemmu" (the centre of their cosmical system) is, and are not a little surprised to find it undeleniated; their curiosity, however, becomes awakened, and they ask which is the route to England, America, China or Bengal, these being practical points, the truth of which is within their comprehension, the idea of mount "Myemmu," and many other delusions, vanish like mist before the morning sun. Thus, the multiplication of maps is all-important, and the supply should no longer be delayed.

25. Regarding the Director's remarks on the expenditure for education in this Province as compared with others in the Bengal Presidency, there is no doubt but that more requires to be spent than has heretofore been contributed, but the comparison is perhaps scarcely correct, when the difference in population is considered. Nevertheless the Director's opinion is sound, that in this new country where so little has up to this time been effected, where the poverty of the people is represented in many instances to be such, that considerable assistance is requisite to enable them to educate their children, and where the field is so great and so especially inviting in the form of female education, is the last in Her Majesty's possessions in the East which should experience a

sparing policy, in so all-important a matter as education. This will be strikingly apparent when it is remembered that the whole of our judicial system, as administered by the natives of the country, is palsied for the want of books, for with the exception of the bare Codes, there has as yet been no useful books translated into the vernacular to guide or aid the Native judges in administering the law to their fellow countrymen.

26. The Director will be requested to submit for consideration such projects as require to be provided for in the Budget for the ensuing year, with as little delay as possible, giving full details on each head separately.

A. FYTCHE, COLONEL,
Chief Commissioner of British Burma
and Agent to the Governor General.

DIRECTOR'S REPORT.

REPORT

ON

PUBLIC INSTRUCTION IN BRITISH BURMA, 1867-68.

PRELIMINARY.

Alteration of the year.

HITHERTO the Annual Educational Report for British Burma has been drawn up for the calendar year. The last Annual Report was for the calendar year 1866. By direction of the Chief Commissioner the report is in future to be for the Financial year. The present report, therefore, extends from the 31st March 1867 to the 31st March 1868, and the interval of three months, from 31st December 1866 to 31st March 1867 is only reported upon incidentally, the statistics given being for the Financial year 1867-68.

New Statistical Forms.

Until the year under review the various returns furnished by Government and Aided Schools have not been submitted in the Forms in use in the Department in other Provinces. Forms similar to those used in Bengal have now for the first time been issued, and the fact of their novelty in the Province must account for the imperfection of some of the returns. It is hoped that in future years, when the newly supplied forms have become familiar, the required information will be given with greater accuracy. The Superintendents of many of our Aided Schools have not hitherto been in the habit of keeping up such registers as will furnish all the desired information: and in the case of the Village Schools, under Native Masters, and as yet without regular or frequent inspection, it has been impossible that registers, except of the simplest kind, should be kept up,

I must bear my testimony, however, to the general willingness of those upon whom I have called to give all the information in their power, and to the pains which many have taken in the matter under difficult circumstances. It has been impossible to obtain in time for this report, any general return of Schools which are in no way connected with Government.

Classification of Schools.

In the last Annual Report I find the Schools of this Province classified as—

Government Schools.
Middle Class Schools.
Anglo-Vernacular and Normal Schools.
Female Schools.
Village Schools.

In the above classification the term "Middle Class" appears to have been used in a sense different to that intended in the division into Higher, Middle and Lower Class Schools, and with no reference to any prescribed standard, but to Schools for the middle classes of the population. In the present report the term Higher Class Schools has been taken to mean Schools teaching up to the University Entrance Standard, and as no Schools in the Province have as yet opened an Entrance Class, I have placed all except the Village Schools in the Middle Class, although I believe that several of the Schools so placed are capable of teaching up to the entrance standard, and in reality do so. In the absence of any defined standard it is hardly possible fairly to compare Schools with one another, and I hope to see a standard prescribed for each class of School as soon as adequate inspecting power is available.

I. CONTROLLING AGENCY.

The work of Direction and Inspection throughout the whole Province is at present in the hands of the Director of

Public Instruction alone. In the recently published note on the state of education in India in 1866-67 one Inspector is erroneously entered.

At the beginning of the year under review, the late Director of Public Instruction, Mr. Hough, was absent on leave, and shortly afterwards died whilst in England. Lieutenant Horace Spearman officiated as Director till the 22nd of May, from which date till the 16th of December the officiating appointment was held by Captain C. W. Street. On the latter date I took charge of the office from Captain Street.

Districts visited.

The following districts have been visited during the year: by Captain Street, Rangoon, Maulmain, Bassein and Myan-oung: by myself, Rangoon and Toung-oo, in the Pegu Division, and Maulmain, Tavoy, Mergui and Shwé-gyeen, in the Tenasserim Division. In these districts I have visited Schools of every class, including Government and Aided Schools, Mission and indigenous Schools, and Budhist Monasteries.

Remarks on districts.

I shall here review briefly the state of education in each district.

RANGOON.—In this district I have only visited the Schools and Monasteries in the Town and Suburbs of Rangoon. I have as yet had no time to visit the many Village Schools in the district receiving aid from Government. In Rangoon itself education has made progress, which I think is satisfactory, during the year. The development of the Diocesan Girl's School and the establishment and success of the Girl's School under the S. P. G., are especially noticeable. The establishment of the Jail School at the close of the year is also deserving of notice. The number of Village Schools among the Karens, under the American Mission, has considerably increased, and the reports of their working and of the

operation of the Grant-in-aid system are encouraging. The Burmese, however, who form the majority of the rural population, are as yet receiving no education from Government. The progress made by Government Teachers in Budhist Monasteries is not altogether promising. I have spoken of this at length under the head of Monastic Schools.

BASSEIN.—There are several good Schools in the Town of Bassein, which are reported upon below. In the district the education given is almost exclusively to Karens. The reports of the Village Schools, which are under the American and Roman Catholic Missions, are promising. It will be seen that the number of Schools and of pupils has considerably increased, and that the Grant-in-aid is producing satisfactory results. Systematic inspection for these Schools is much required.

MYAN-OUNG.—In this district as in those above mentioned, education has progressed amongst the Karen population by means of the Missionary Village Schools aided by Government, but among the Burmese population there has been no education apart from indigenous Schools, with the exception of two small mixed Schools under the Roman Catholic Mission. Since the close of the year, two Schools for Burmese have been opened by the Rev. J. E. Marks, of the S. P. G., at Myan-oung and Zelloon, which promise to be successful, and from the liberality with which the people came forward to subscribe for their establishment, I think there is good hope for the future.

TOUNG-OO.—In the Town of Toung-oo there are several flourishing Schools which are progressing well. One School has resigned the Grant-in-aid, and two are for the first time entered among the Aided Schools. In the district the progress of education during the year has not been satisfactory. The district of Toung-oo is divided by the Sittang river, on

the East of which the population is principally Karen and to the West Burmese. In the Burmese portion of the district there are none but indigenous Schools, while on the East of the Sittang the education so well begun among the population of the Karen mountains has lamentably declined. It will be seen from a letter from the Rev. Dr Mason, given in Appendix A. of this report, that a large number of Village Schools among the Karen mountains have so far declined as to have become in the present year almost extinct. Various reasons are assigned in Dr. Mason's letter, and undoubtedly the want of funds is one of the chief, but the decline of these Schools is partly due to two other powerful causes: first, to an unfortunate division among the Missionary clergy by whom the Schools were originated and carried on, and secondly, to the absence of regular and frequent inspection.

PROME.—This is one of the more remote districts in which as yet the advantages of sound education are not fully appreciated, and the state of education is only partially satisfactory. A great impulse was given to education in the district last year by the establishment of a fine Government School, but the comparatively small number of pupils attending it are a proof of the statement made above. The Master is an efficient one and the School is in every way calculated to attract pupils. There is a small School under the American Mission and five Village Schools for Burmese aided by Government. The latter are founded upon indigenous Schools and are progressing satisfactorily. The general feeling of the people regarding education is no doubt one of indifference, but I am not without hopes of success in the future: should the project of a Railway from Rangoon be carried into effect, great changes may be looked for in this district.

MAULMAIN.—The Town of Maulmain contains some of the first Schools in the Province. The Government School,

which was unfavorably spoken of last year, is improving under a new Head Master, and the other Schools are generally making satisfactory progress. The work of the Government circuit teachers in the Budhist Monasteries has not as yet shown any great result. In the district there are no Schools connected with Government. I am informed by the Rev. Mr. Norris, of the American Mission, that he has ten jungle Schools now in operation in the district, two for Burmese and eight for Karens, and intends to establish more as soon as he can prepare accommodation for them. Application will probably be submitted for aid from Government for these Schools.

TAVOY.—In this district there are as yet no Schools receiving aid from Government, with the exception of a small Anglo-Vernacular School in the Town of Tavoy which has lately received a special grant from the Local Funds. There are two Schools in Tavoy under the American Mission, one a mixed School for Burmese with an average attendance of 30 in the dry season and 60 in the rains, and another for Karens open only during the rains, and with an average attendance of 50. These Schools might be improved by aid from Government for which application will probably be made. The Karen School is a Normal School and provides teachers for Village Schools in the district under the Mission. The Rev. J. D. Colburn, who has lately left Tavoy, writes as follows :—

"Without doubt with sufficient encouragement a large and flourishing Karen School could be maintained in Tavoy. Our means for supporting pupils were limited, hence we were obliged to limit the number of pupils to 40. These were so eager to study that the average daily attendance for two years was between 37 and 38 during the six months of the rainy season, embracing pupils from both Tavoy and Mergui districts in about equal numbers." There are also indigenous

Schools which I think might be improved by small aid from Government.

MERGUI.—In Mergui there was formerly a Government School which was closed in 1853 owing to the impossibility of obtaining the services of a qualified master. There is a great need of a School here, and the Deputy Commissioner is extremely anxious to establish one, but this is a district like Prome, remote from the capital, and where education is hardly yet appreciated; the people, therefore, though they wish for a School are reluctant to subscribe at first. I had an interview with some of the principal natives and spoke to them on the subject, and I am in hopes that a School may be established here either by Government or under the Grant-in-aid system. I visited the old Government School house, which is now occupied by the Public Works Department, but would serve well for the commencement of a new School. The Roman Catholics have a Mission here but no School, and I have no return of the indigenous Schools of the district.

SHWE-GYEEN.—There is no education carried on by Government in this district. There is a great opening for a good School in the town of Shwé-gyeen, and I have lately received a letter on the subject from the Chaplain of Toung-oo who visits Shwé-gyeen as an outstation, and who informs me that the people are most anxious for a School. The Deputy Commissioner also appears hopeful of success, and I have communicated with him on the matter. With regard to the indigenous Schools of the districts an interesting letter will be found in the Appendix from the Commissioner of the Tenasserim Division, in which he reviews the state of education in his Division. The Commissioner speaks of a general eagerness on the part of the people for education, and urges the encouragement of indigenous Schools and establishment of

new ones. An extract from a letter from the Deputy Commissioner of the district expressing similar views, is also given in the Appendix, with a return of 11 indigenous Schools —for this district therefore all has to be done and there seems reasonable hope of success.

AKYAB.—The Government School at Akyab is spoken of below. In the district there is at present no education carried on under Government. A Girls' School for Burmese has lately been opened at Akyab but is not yet aided by Government. On the receipt of detailed information for which I have applied to all District Officers, I hope to be able to effect an extension of education in this district. The Commissioner speaks of a general "craving for English instruction" throughout the Arakan Division.

RAMREE.—The Government School at Kyouk-Phyoo maintains a good reputation, as also the aided School at Ramree town. A Girls' School has recently been opened at Kyouk-Phyoo as an experiment. The Deputy Commissioner urges the establishment of a School in the island of Cheduba, which has a population of 18,000, but I have not yet received any further report upon the district.

SANDOWAY.—Here also there is at present no education in connection with Government. There is a small School at Sandoway for which an application for aid will probably be submitted during the present year. I have also received from the Deputy Commissioner a return of two other small Vernacular Schools in the district of which he writes that the masters receive no pay beyond occasional presents from parents, and recommends small salaries for them and compulsory fees from the pupils.

II. FINANCIAL AND GENERAL STATISTICS.

Owing to the absence until very recently of any office for the Director of Public Instruction, Comparative Statements cannot, except in a few cases, be submitted.

Number of Schools.

The total number of Schools, Government and aided, at the close of the year was 181, and the total estimated number of pupils in them 5,274 against 151 Schools and 5,271 pupils at the close of last year. The number of Government Schools remains the same as last year. There is therefore an increase of 30 in the number of aided Schools.

The apparent decrease in the total number of Schools shown in Table A. below is accounted for by the inclusion in last year's returns of 72 Schools not under inspection and in no way connected with Government, of which no return has been received this year.

The number of pupils given is only approximate, owing to the fact that from 18 of the Schools no return has been received.

Income and Expenditure.

The actual expenditure during the year is shown in the following Statement :—

Charges.	Expenditure during 1867-68.	
	From Imperial Funds.	From Local Funds.
1 Direction and Inspection. ...	12,521	...
2 Instruction, (including all Educational expenditure not coming under the above head.)	61,800	1,07,730
Total ...	74,321	1,07,730

The term Local Funds includes (1) School Fees, and (2) receipts from Local and private sources.

The following is an abstract of the distribution of expenditure, showing the per centage of the charge under each head, to the total expenditure. The form is adopted from that in use in Bengal :—

Abstract of Distribution of Expenditure during the year 1867-68.

Source of Charge.	From Imperial Funds.	EXPENDITURE. From Local Funds			Total expenditure from Imperial and Local Funds	Per centage and Total expenditure
		Fees and Fines.	Other Local sources.	Total.		
Direction and Inspection,	12,521	...	...	...	12,521	6¾
Government Schools,	16,207	3,859	650	4,509	20,716	11½
Aided Schools of the Middle Class, ...	25,810	20,752	45,169	65,921	91,731	50½
Aided Schools of the Lower Class, ...	7,143	...	9,326	9,326	16,469	9
Monastic Schools, ...	1,410	...	...	...	1,440	½
Aided Normal Schools, ..	5,400	...	12,241	12,241	17,641	9¾
Aided Female Schools, ..	5,800	...	15,733	15,733	21,533	12
Total Rs.	74 321	24,611	83,119	1,07,780	1,82,051	.

The four following Statements of general Statistics are in the forms hitherto prescribed for this Province, and ordered to be submitted for the year 1867-68 :—

TABLE A.

Comparative Return of Schools reported on for the the years 1866 *and* 1867-68.

	Pegu.				Tenasserim.				Arakan.				Total.			
	Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.		Schools.		Pupils.	
	1866.	1867-68	1866.	1867-68	1866.	1867-68.	1866.	1867-68.	1866.	1867-68.	1866.	1867-68.	1866.	1867-68.	1866.	1867-68.
Government Schools,	1	1	42	58	1	1	113	167	2	2	285	287	4	4	440	512
Middle Class do.	1	1	42	92	1	1	120	110	—	—	—	—	2	2	162	202
Anglo-Vernacular and Normal Schools,	15	14	1,232	1,034	7	5	756	483	—	1	—	22	22	20	1,988	1,539
Female do.	8	4	326	300	4	1	175	108	—	—	—	—	12	5	501	408
Village do.	220	150	3,287	3,167	1	—	135	—	2	—	45	—	223	150	4,007	3,167

TABLE B.

Government Schools in British Burma 1867-68.

Name.	Management.	Head Master	No. of Pupils 1866.	No. of Pupils 1867-68.	Amount of Fees for 1867-68.	Net charge to Government.	Net cost to Government of each child Monthly.
Akyab Government School,	Committee,	Mr. Fell, ..	175	175	1,659-0-0	4,618	2- 3-1
Kyouk-Phyoo do. do.	Do.	Mr. Margenant,	110	112	318-0-0	3,090	2- 6-9
Maulmain do. do.	Do.	Mr. Thompson,	113	167	140-7-8	3,694	1-15-6
Prome do. do.	Do.	Mr. McKertich,	42	58	474-8-0	4,805	7-11-2
		Total .	440	512	3,859-0-0	16,207	...

TABLE C.

List of Schools not village, aided in 1867-68.

	Name.	Town or District.	Management.	No. of Pupils.	Grant-in-aid.
Pegu.	Diocesan School, ...	Rangoon, ..	Committee, ...	92	2,000
	S. P. G. Boys' School, ...	" ..	S. P. G. Mission, ...	295	3,000
	S. P. G. Girls' do. ..	" ..	" ...	89	1,000
	St. Paul's Boys' do. ...	" ..	Roman Catholic Mission,...	236	2,000
	St. John's Girls' do. ..	" .	" " ..	119	1,500
	Pwo Karen, ...	" ..	American Baptist " .	41	500
	Normal Industrial, ..	Bassein, ..	" " ..	59	1,500
	Pwo Karen Normal, ..	" ..	" " ..	21	500
	St. Peter's, ..	" ..	Roman Catholic " ..	25	1,000
	St. John's, Thenganaing, ..	Myan-oung,.	" " ..	51	...
	S. P. G. School, ..	Henzadah, .	S. P G. Mission, ...	45	600
	Mission School, ..	Prome, ...	American " ..	47	380
	Young Men's Normal, ..	Toung-oo, ...	" " ...	121	1,800
	Karen Female, ..	" ...	" " ..	50	1,440
	D'Oyley Girls', ...	" ...	" " ..	42	360
	Karen Normal Theological, ..	" ..	" " ..	92	600
	Jail School, ..	Rangoon, ...	Superintendent Jail, ...	13	60
Tenasserim.	S. P. G. School, ...	Maulmain, ..	S. P. G. Mission, ..	211	2,000
	Town do. ...	" ...	Committee, ...	110	2,000
	St Patrick's Boys' School, ..	" ...	Roman Catholic Mission,...	131	1,500
	St. Joseph's Girls' do. ..	" ..	" " ...	108	1,500
	Karen Normal do. ..	" ...	American " ..	64	1,000
	Dine-woon-quin do. ..	" ...	" " ...	56	600
	Church of England Orphanage,	" ...	Committee, ..	21	300
	Morton Lane School, ...	" ..	American Mission, ...	...	1,000
Arakan.	Town School, ...	Ramree, ...	Committee, ...	22	170

TABLE D.

Return of Aided Village Schools.

District	No. of Schools.	No. of Pupils.	Grant-in-aid.
Rangoon, ...	39	979	1,073
Do.	15	330	500
Bassein, ...	2	...	520
Do. . ..	59	1,074	1,821
Do. ..	11	151	579
Do	1	...	250
Myan-oung, ...	15	...	1,600
Do.	2	...	200
Prome, ...	6	93	600

The newly prescribed forms are given below. The first is necessarily blank.

B.

EDUCATION 1.

THE UNIVERSITY.

Result of the Examination of the University of for the year

Nature of Examination.	No. of affiliated Colleges.	No. of their Students.	No. of Candidates.	Average Age.	Educated in		Religion.				Passed		Net cost to State.	Remarks.
					Government Schools.	Private Schools.	Christian.	Hindoo.	Mahomedan.	Other.	First Division	Second do		
Entrance Examination,														
First Examination in Arts,														
B. A. Examination, ..														
M. A. do. .														
B. L. do.														
L. L. do.														
L. M. S. First Examination, ...														
L. M. S. Second do. ...														
B. M. Examination, ...														
M. D. do.														
Total														

EDUCATION 2.

General Statement of Educational Institutions in the Province of British Burma in the year 1867-68.

CLASS OF INSTITUTION.	Government Institutions.												Private Institutions Aided and Unaided.												Grand Total Schools.	Grand Total average attendance.	Proportion of attendance to Population.
	Number.	No. of students or rolls.	Average attendance daily.	Average age.	Teachers.		Income.			No. of persons instructed in			Class.				Total.	Average attendance daily.	Income.			No. of persons instructed in					
					Christian.	Other.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindoo.	Mahomedan.	Christian.			From Endowment.	From Fees.	From Government Grant.	English.	Vernacular.	General.			
Colleges, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Arts, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Professional, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Schools, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Higher, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Middle, ...	4	512	439	11½	7	13	16,207	4,509	21,716	450	351	—	13	—	—	2	15	1,102	45,169	20,752	25,810	1,349	241	30	—	—	—
Lower, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	150	150	3,167	9,326	—	7,143	—	3,167	—	—	—	—
Girls' Schools...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Higher, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Middle, ...	—	—	—	—	—	—	—	—	—	—	—	—	5	—	—	—	5	298	15,733	—	5,800	289	200	—	—	—	—
Lower, ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Normal School,	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
For Master, ...	—	—	—	—	—	—	—	—	—	—	—	—	7	—	—	—	7	268	12,241	—	5,400	55	263	—	—	—	—
,, Mistresses	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total...	4	512	439	11½	7	13	16,207	4,509	21,716	450	351	—	25	—	—	152	177	4,835	82,469	20,752	44,153	1,693	3,871	30	181	5,274	·22

C

SCIENTIFIC AND LITERARY.

1. SCIENTIFIC AND LITERARY SOCIETIES.

NAMES.	Object.	INCOME.			MEMBERS OR VISITORS					Registered or not.	When established.
		From Government.	Endowment.	Subscription.	Total	Male.	Female.	Juvenile.	Total.		
Rangoon Literary Society, ..	...	300	.	480	..	43	...	.	43	Not	1857

The detailed Statistical Statements prescribed by Government are given in the Appendix.

III. GOVERNMENT SCHOOLS.

Number of Schools.

The number of Government Schools is four, the same as at the close of last year. The number of students in them has increased from 440 to 512. Of these 374 are Burmese and 138 of other races.

The Schools are situated at Akyab, Kyouk-Phyoo, Maulmain and Prome.

Total expenditure.

The total expenditure on these Schools during the year was Rs. 20,716 against Rs. 18,036 last year, and the net charge to Government was Rs. 16,207 against 14,768 last year.

Fees.

The receipts from Fees were Rs. 3,859 against Rs. 3,168 last year. The average annual cost to Government of each pupil's education is Rs. 42-12. The increase of expenditure is principally on the School at Prome, which was only opened in May 1866, the full establishment not being entertained until the September following. The remaining increase is accounted for at Akyab by the entertainment of the full establishment, which was not worked last year, and at Maulmain and Kyouk-Phyoo by increase of extraordinary and contingent charges.

Nature of Schools.

These are all Anglo-Vernacular Schools and are entered in the returns as Middle Class Schools. Three of them are old established Schools, and require some reforms. Great complaints are made of the accommodation and state of the furniture in these Schools. The establishments also require revision. I think the proportion of teachers to pupils should not be less than one to twenty five. At Kyouk-Phyoo there is one teacher for every 28 pupils, and at Maulmain only one to every 34.

School Libraries.

The Schools at Akyab, Kyouk-Phyoo and Maulmain have libraries attached to them for the use of the students. I have only seen the library at Maulmain which was in a very neglected state. Special Grants have hitherto been made for the support of these libraries. The School books and apparatus are procured from the Calcutta School Book Society.

Monthly Statements showing the attendance, receipts from fees, &c., and quarterly returns of Statistics and Accounts are furnished to this Office; and during the current year I hope to see these Schools brought into a more efficient state: we have as yet no Schools affiliated to the Calcutta

University, and I should like to see an entrance class formed in the best Schools of the Province, both Government and Aided.

GOVERNMENT SCHOOL, AKYAB.

I have not yet visited this School. It continues to be favorably spoken of by the Deputy Commissioner. The number of students on the rolls and the average attendance remain the same as at the close of last year, 175. The attendance would undoubtedly have been considerably larger this year had there been sufficient accommodation for the pupils seeking admission. Application has been made to Government for a special Grant for the purpose of building a temporary School room, and the subject is still under consideration. The Commissioner of Arakan writes that the furniture of the School is in a very bad condition, and adds "There is not accommodation for the candidates for English instruction in this School. There is a craving for English instruction throughout this country of Arakan of which I have lately noticed some remarkable instances."

ESTABLISHMENT.

	Rs.
Head Master,	300
2nd do.	60
3rd do.	40
4th do.	30
5th do.	30
6th do.	25
Vernacular,	15
Servant,	12
Total	512

The receipts from fees for the year were Rupees 1,659, being a considerable increase upon last year. The Head Master, Mr. Fell, is well reported upon, and the result of the Annual Examination is pronounced very creditable both to teachers and boys. Special commendation is given to the teacher of the 7th Class, Moung Mraphaway. It will be noticed that the Deputy Commissioner in his report speaks of the resignation of teachers of the School in order to join

Since writing this Report, the School house with its Library and furniture has been totally destroyed by fire.

other departments "where the prospects of promotion are more encouraging and less remote than in the Education Department."

GOVERNMENT SCHOOL, KYOUK-PHYOO.

This School, which I have not yet seen, is very highly spoken of both by the Commissioner of Arakan and the Deputy Commissioner of the district, whose remarks are given with the School Report in the Appendix. The attendance has increased slightly during the year, the number on the rolls being 112. The Head Master has adopted the plan of forming a monitorial class, which he instructs in the art of teaching and employs as pupil teachers.

ESTABLISHMENT

	Rs
Head Master,	150
Second do	50
Third do	25
Vernacular,	30
Servant,	18
Total	273

The receipts from fees amounted to Rupees 318 against 332 last year. The rate of fee in this School is lower than in the other Government Schools. The Commissioner recommends that it should be raised and I concur in his opinion. Mr. Margenaut the Head Master and his Assistants are very favorably spoken of, and especial praise is given to the Second Master Moung Shway Eikaye. It will be seen that the salary of the Head Master is lower than that of the Head Masters of any of the other Government Schools. The Commissioner and Deputy Commissioner both urge an increase of salary, and I have been requested to take the subject into consideration. The School is one of the same class as the other Government Schools and I think ought to be placed on the same footing as the High School of the district. The accommodation of the School is reported to be deficient and the building and furniture out of repair. There is a School Library for the support of which an Annual Grant has been made by Government of Rupees 48.

GOVERNMENT SCHOOL, MAULMAIN.

ESTABLISHMENT.	Rs.
Head Master,	300
2nd do.	80
3rd do.	25
4th do.	12
Vernacular,	12
Servant,	20
Total	449

This School has changed hands during the year. In December 1867 the late Head Master, Mr. Redpath, resigned his appointment, and Mr. W. Thompson was appointed in his place on probation for six months.

The School was so unfavorably reported upon last year that the question of its abolition was discussed by Government. On the recommendation of the Officiating Director of Public Instruction the School was retained and I am in hopes that the result will justify this decision. The number of students has increased during the past year from 113 to 173, and the receipts from fees from Rupees 1,069 to Rupees 1407-8. I visited the School in March last and found 118 present out of 156 on the rolls. I examined several classes in reading and translation of English, Dictation, Arithmetic and Geography. The reading of English was very fair and I was tolerably satisfied with the ability of the boys to explain the meaning of what they read. Arithmetic was well and quickly done and dictation very fairly. There is considerable room for improvement in the School, but I found it labouring under disadvantages which account for its backward state. (1) A very deficient supply of School books and materials. No regular supply seems to have been hitherto kept up. The Head Master has now been constituted agent to the Calcutta School Book Society and will receive regular supplies. (2) The number of teachers is too small, the proportion of teachers to pupils being about one to thirty five. The junior teachers are also I think insufficiently paid. (3) A third drawback to the improvement of the School was the state of the School furniture. In the last Annual Report the Director remarked, "a School to succeed well

must be made attractive and this quality the Government School does not possess." This is the oldest of the Government Schools, and the present furniture would appear to be that which was originally supplied to the School in 1835. The building also itself needs repair. A Grant of 400 Rupees has now been sanctioned by the Chief Commissioner for furniture. Mr. Thompson, the new Head Master, was educated in England and was formerly Head Master of the London Mission School at Madras and has had a long experience in teaching. He latterly became a Pleader at the Maulmain Bar and has been connected with the Press both in Madras and Maulmain. He bears very high testimonials and I am in hopes that he will be able to raise the Maulmain School to the position which it ought to hold.

Government School, Prome.

Establishment	Rs
Head Master,	300
2nd do	80
3rd do.	25
Vernacular,	15
Servants,	20
Total	440

This School has been in operation for two years. The number of pupils attending the School last year was 47.

There are now 58 on the rolls. The increase I think is tolerably satisfactory. The receipts for the year from fees was Rupees 474-8. I have lately visited the School and examined the classes throughout. On the whole I was well satisfied with the result. The boys read English well and understand what they read, but are not able to use the language as yet in conversation, and are deficient in the knowledge of Grammar. In Arithmetic I found them very quick. At the last Christmas Examination the Deputy Commissioner expressed himself well satisfied with the result, and the Commissioner of Pegu on a recent visit made some favorable remarks on the progress of the boys. The standard attained is not so high as in the other Government Schools, and the average

age of the pupils is lower. In recommending the establishment of the School in 1865, Sir Arthur Phayre wrote as follows of the general feeling of the people regarding education:—"being a people only lately brought under British rule and at the same time isolated from the rest of British India, they require to have the subject brought before them in practical operation before they can be expected fully to appreciate the plans which are being devised for their benefit. I believe this was the case throughout the Continent of India when first education projects were formed."—"I have no doubt that after a time the people will be convinced of the advantages of the education offered, &c." This is in accordance with what has been said above, and it is evident that Sir Arthur Phayre in opening a School at Prome looked only for gradual results, and I imagine would not have been surprised that in comparison with the Government Schools in seaport towns the attendance at the Prome School was small. The Head Master, Mr. McKertich, who was formerly Officiating Head Master of the Moulmein Government School, is a man of some ability and ought to command success. I think time will prove the justice of Sir Arthur Phayre's views, and see the status of the School raised, and a higher value set upon it by the people.

IV. AIDED SCHOOLS.

The total number of Schools aided by Government at the close of the year was 177 against 117 last year, and the estimated number of pupils in them 1,835. The total expenditure on aided Schools excluding Budhist Monasteries was Rs. 1,03,871, of this Rs. 45,593 was the amount of Government Grants-in-aid, and Rs. 28,278 the receipts from local and private sources.

The principal increase in number is in the Lower class or Village Schools. The original number has been increased

by means of branch Schools which have now become independent, and the Grant-in-aid formerly expended on the original Schools has been distributed amongst all, the amount allotted to each School being thus considerably reduced. Two new Schools have been opened during the year under the Grant-in-aid system, viz., a Boys' School at Henzadah and a Girls' School at Rangoon, both under the Society for the Propagation of the Gospel. Three other Schools have begun to receive aid from Government, two at Toung-oo and one at Ramree. Two Schools resigned their Grants during the year, viz., the "English and Burmese School" at Toung-oo, and the "Morton Lane School" at Maulmain, both under the American Mission. These Schools are still carried on independently of Government: no Grant has been applied for owing to the absence at present of the "adequate management" required by the Grant-in-aid Rules.

I have spoken above of the imperfection of the returns from some of these Schools. My predecessor in this office in a Memorandum on this subject writes as follows:—"In many of the Schools no registers of any kind have been kept up. It is impossible to get reliable information without these registers, and the rule requiring them to be kept up should be strictly enforced." I quite concur in this opinion, excepting in cases specially provided for, where some relaxation of the rules is allowed, and I shall call early attention to the subject.

1. Middle Class Schools.
2. Lower Class Schools.
3. Monastic Schools.
4. Normal Schools.
5. Female Schools.

The Aided Schools are classified under the following heads*:—

I. MIDDLE CLASS SCHOOLS.

The number of Schools in this class is fifteen, and the total number of pupils on the rolls 1,423. Of the pupils 680 are Burmese, 32 Karen, and 711 of other races. The total expenditure on this class of Schools was Rs. 91,731, of which

Rs. 25,810 was from Imperial, and Rs. 65,921 from Local Funds.

The average cost of each pupil per annum in this class of School is Rs. 53, of which Rs. 40 is paid from private sources and Rs. 13 by Government. Two of these Schools, the Town School at Maulmain, and the Diocesan at Rangoon, are English Schools, the rest are Anglo-Vernacular, excepting one Vernacular School at Thenganaing.

THE TOWN SCHOOL, MAULMAIN.

Takes the lead in the Province. It is a mixed School for boys, girls and infants of European and Eurasian parents, and is under the control of a Committee. The number of pupils on the rolls is 110 against 119 last year. The slight decrease is owing to several families having left Maulmain: the popularity and efficiency of the School are as great as ever. This is a School which I think ought to be affiliated to the University and to have an Entrance Class. The Master, Mr. Gilbert, is an English trained and Certificated Master, and Mrs. Gilbert is also a Certificated Mistress. Boys and Girls are taught together in the same classes and there is a great rivalry between them. This is a system which requires very judicious superintendence, which is undoubtedly given here, and with good results. I have visited the School and heard most of the classes in the ordinary subjects. The reading and explanation of English was naturally far above that in Anglo-Vernacular Schools, but in every branch, particularly in Algebra, Arithmetic and Geography, I was struck by the amount of knowledge and the readiness displayed by the pupils. I was especially pleased with the lower classes, in which the children vied with each other in quickness, and showed that a thoroughly good foundation was laid. This School undoubtedly owes its efficiency to the ability and personal efforts of Mr. Gilbert, the Head Master

he has the gift of teaching and the power of securing both the respect and affection of his pupils. In addition to the ordinary subjects, drawing, needlework, music and singing form part of the teaching of the School.

Diocesan School, Rangoon.

This is a School of the same class as the preceding. It was founded by the late Bishop Cotton in 1864 for children of Christian parents, European and Eurasian. It is a School for both boys and girls and is under the management of a Committee, but instead of being a mixed School it is in reality two Schools, one for boys and one for girls, conducted in different parts of the town and under different teachers. The accounts, however, have been hitherto kept together, the School therefore appears in the Statistical Returns as one School. The number of pupils has been more than doubled during the year, the numbers last year were 32 boys and 10 girls, total 42. This year there are 49 boys, eight of whom are boarders, and 43 girls, total 92. The increase is principally in the girls department, and is owing partly to the removal of the School from the Cantonment to the Town. I have visited both departments and examined all classes. The boys department was very unfavourably reported upon last year, and it is undoubtedly open to great improvement. It is a School of a very useful and important class, is well accommodated and ought to be the leading School in the town which it certainly is not at present. The first class acquitted themselves very fairly when I examined them, but I found fault with the knowledge of Grammar throughout the School. Drawing, both of figures and maps is very well done. The School, however, will not bear comparison with its fellow at Maulmain, and its weakness I think lies in its teaching staff. The Head Master, Mr. Preston, is an English trained and Certificated Master and appears to have a good method of teach-

ing, but he has no good assistant. With a proper staff of teachers I do not see why the School should not attain a high position in Rangoon, but a more than ordinary capacity is required in a Head Master who is without such assistance. The girls department is noticed under the head of Female Schools.

S. P. G. Boys' School, Rangoon.

This School is under the superintendence of the Rev. J. E. Marks, and has for some years been one of the most flourishing and most favorably reported upon in the Province. It is a School for all classes of pupils and contains boys of Chinese, Mogul, Hindoo, Eurasian and English, as well as Burmese origin. The number on the rolls has increased during the year from 274 to 295, of whom 25 are boarders, and the application for admisssion as boarders are more numerous than Mr. Marks can entertain. The teaching staff consists of Mr. Marks, the superintendent, and Mr. C. Warren, of the S. P. G., the latter trained and certificated in England, assisted by Native Masters and pupil teachers.

I have lately examined the School throughout and the result was very satisfactory. The first class acquitted themselves extremely well. They read English well, and understand thoroughly the sense and grammatical construction of what they read, and their writing from dictation was admirable. English poetry was recited by heart well and fluently, and the specimens of their drawing—a study in which they seem to take especial interest—were very creditable. In Mathematics a very fair proficiency was shown throughout. I tried the first class in Euclid, but this is a subject which they find somewhat difficult to grasp.

Decimal and Vulgar Fractions and Proportion were done quickly and well. The lower classes did well according to

their position in the School, and seem well grounded in all branches of study. On the whole I think the standard attained is highly creditable. Mr. Marks has the School in admirable order: discipline is perfectly maintained, and is united with that kind and friendly treatment of the boys which produces such good results in English Public Schools. The School has hitherto met with great success and this is without doubt entirely due to the influence of Mr. Marks, who has a hold over Burmans, both children and parents, which few others are able to acquire. In the event of the withdrawal of Mr. Marks' supervision I should anticipate the decline of the School. The present School room is both too small to accommodate the number of pupils, and too low for proper ventilation, and a new building, for which a liberal grant has been sanctioned by Government, is about to be erected. The building is to include School room and boarders rooms. Mr. Marks is now establishing similar Schools in various part of the Province, which it may be hoped will, with proper supervision, be as successful as the parent institution. Three of these, at Henzadah, Myan-oung and Thayetmyo, have received grants for buildings. The Henzadah School also receives a Grant-in-aid. Two others have quite recently been opened by Mr. Marks at Zelloon, near Henzadah, and at Puzoondoung in the suburbs of Rangoon. Mr. Marks' report upon all these will be found in the Appendix.

S. P. G. School, Maulmain.

This is also a very large School. The number on the rolls being 211 against 199 last year. The School was not very favorably reported upon by Mr. Hough the late Director of Public Instruction. He considered the staff of teachers insufficient and found great fault with the reading and pronunciation of English by the pupils. Captain Street considered the School a flourishing one. There has been an addi-

tion to the teaching staff and a change in the superintendence of the School during the year. The present superintendent, the Rev. J. Fairclough, writes as follows:—

"In June 1867 the teaching power of the School was increased by the addition of Mr. Rawlings, an English trained and Certificated teacher, who had been for some time one of the Masters at the S. P. G. School, Rangoon. The Rev. R. W. Evans, while retaining the general superintendence, gave up to Mr. Rawlings the internal management of the School. In December 1867 the Rev. R. W. Evans was removed to Bengal and was succeeded by myself." With regard to attendance he says that there is much irregularity owing chiefly to the number of festivals: and he adds that many more of the boys leave the School to become Monks than in Rangoon.

I visited the School in March last and examined all classes. I found the School in very good order, and considered the reading, parsing and paraphrasing of English to be very creditable; the writing and dictation were particularly good, and arithmetic was also well done. The standard reached is hardly so high as in the Rangoon School, but a good foundation is laid and a good education imparted. The School building is rented, but the Society think of buying or building a new School house.

S. P. G. School, Henzadah.

This is one of the branches of the Rangoon School. It was founded by the Rev. J. E. Marks in September 1867 and numbers 45 pupils. Mr. Marks reports that the School is doing its work well under the care and supervision of the Extra Assistant Commissioner. I have not yet been able to visit Henzadah—but this and all the branch Schools will require constant supervision and inspection.

St. Paul's, Rangoon.

This is one of the Schools under the superintendence of the Right Rev. P. Bigandet, Bishop of Ramatha and Vicar Apostolic of Ava and Pegu, and is a flourishing and valuable institution. It contains pupils of all classes and all races. The number on the rolls is 236 against 217 last year. The rate of fee is 2 Rs. monthly. The teaching staff consists of four Christian Brothers who are very devoted to their work and good teachers and have the School in very good order. It has been removed during the year into a very fine new building containing four good class rooms below and dwelling rooms and Chapel for the Brothers above. I have visited the School several times and examined every class in the ordinary subjects. I was also present at the last Annual Examination at Christmas and I consider the School a very good one and of great value to the town. Great pains are taken by the Christian Brothers. The books in use in the School are a useful series published by the Christian Brothers, but I think some of them are almost beyond the pupils who use them. The practice of learning, by heart both in this and the Brothers' School at Maulmain, is I think carried rather too far. It has a tendency, especially in the case of History and Geography, to degenerate into learning by rote, than which nothing can be more mischievous. In the last Annual Report the reading and pronunciation of English were commented upon as being bad. They are of course not so good as in a School where both teachers and pupils are English or Eurasian, but I think when it is remembered that the majority of the Christian Brothers are themselves not English, and that the majority of the pupils never use the language in their homes, the results are satisfactory enough.

St. Patrick's, Maulmain.

This is a similar School to the preceding, and is under the superintendence of the Right Rev. Bishop Bigandet. It is

also an equally popular and useful institution. The number of pupils is 142, a slight decrease since last year. It is conducted by the Rev. Father Guerin and three Christian Brothers, who work very zealously and with satisfactory results. I examined the School in March last and was also present at the last Christmas Examination, and on both occasions I was well pleased with the state of the School. There is room for improvement in some points. I should like to see the practice of translating and paraphrasing English more insisted upon. I think the classes are rather too large: when I visited the School I found 120 boys present divided into three classes of about 40 each. I think one or two additional teachers would be of service. My perdecessor speaks favorably of the School.

ST. PETER'S, BASSEIN.

I have not yet been able to visit this School, it is another of those under the Roman Catholic Mission founded by Bishop Bigandet. It is under the superintendence of the Rev. Father Dumollard assisted by two Christian Brothers and two pupil teachers.

The School numbers 58 pupils. It consists of two departments called in the returns the "Karen School" and the "Free School." The former is an Anglo-Vernacular School, and although not called a Normal School does supply teachers for Village Schools in the District. In the Free School the teaching is entirely in English and the pupils are of all races, English, Eurasian, Indian, Chinese and Burmese.

ttached to the School is a printing press in which the pupils are employed and by which books are prepared for the School. Captain Street reported that Father Dumollard has prepared several elementary School books in Burmese which would be of great value for Vernacular Schools, but of which as yet only sufficient for the Bassein School have been printed.

Catholic School, Toung-oo.

This School, although entered among the Aided Schools, has only begun to receive aid with the current year: but the Head Master, the Rev. G. D'Cruz, has furnished returns similar to those for all Aided Schools. The School numbers 68 pupils, of whom 12 are girls and 10 are orphans, boarding in the house. Mr. D'Cruz says that the numbers have slightly increased, but that the poverty of the people is a great obstacle to the School. The parents are unwilling to pay even the smallest fee, and 18 pupils have withdrawn during the year, the cause being in most cases inability to pay the fee. Others were refused admission from the same cause.

I visited this School in January last. Mr. D'Cruz was absent, but the School was conducted by two soldiers who are his assistants. I examined all classes and consider the School a good one. Reading and Writing in English were very well done and Arithmetic fairly. The teachers seemed painstaking and well up to their work. The girls department consists of a small class of very young girls taught by a Madrassee Mistress: it is little more than an infant class. Of the boys about 20 are Christians and are taught Church Music. They sing well and form the choir in the Catholic Church. A School building is required: the present School room being Mr. D'Cruz's own house.

Mission School, Prome.

This is a School for Burmese under the Rev. T. Simons, of the American Mission.

The number of pupils on the rolls is 47. I have lately visited and examined the School and was well pleased with the performance of the pupils. Mr. Simons has had long experience in the country and is very earnest in the cause of

education: he has charge of the Aided Village Schools in this district. He reports that he himself works in this School four days a week, and in his absence it is conducted by Native Masters. He states that this was the first School of the kind in Prome, it was opened in 1864, and he considers its progress so far encouraging. As I have before remarked, however, the advantages of education are not yet fully appreciated in this district. Mr. Simons considers one great cause of irregular attendance to be the indulgence of their children by Burmese mothers.

DINE-WOON-QUIN SCHOOL, MAULMAIN.

This is a School under the American Baptist Mission. It is situated in a suburb of Maulmain, a populous and very poor quarter, and the poverty of the people is the chief obstacle to the progress of the School: the average attendance is from 40 to 50. The fees are very irregularly paid, and it is stated that very many more pupils would attend if they could afford to pay. The receipts from fees for the year were Rupees 384-12, the rate of fee being 1 Rupee monthly. The Government Grant is Rupees 600 which I think might be increased if the rules permit so as to enable the rate of fee to be reduced. It is too high for the class of pupils attending. The School is under the superintendence of the Rev. J. F. Norris and the Master is Mr. Iliffe, an Englishman, formerly in the Light house department. He has had some experience in School work, and although not a trained master, teaches with energy. He is assisted by Mrs. Iliffe, who takes the younger boys, and by two pupil teachers. I examined the School in March last and for the class of School I think the result was satisfactory. Fault was found in the last report with the reading and pronunciation, and Captain Street complained that the boys were not made thoroughly to understand what they read; but this was in the case of reading the

Bible which is a difficult test. In their reading books they showed a fair knowledge. I consider the School a very useful one, although capable of improvement. A good additional teacher would be of great service to the School.

Church of England Orphanage, Maulmain.

A full account of the nature and objects of this institution is given in the Appendix in the Report of the Chaplain of Maulmain. It is an institution supported mainly by voluntary contributions and provides a home and an elementary education for destitute children, both boys and girls. The number on the rolls is 21. The great majority of the pupils are girls. The state of the funds do not admit the entertainment of trained teachers, but instruction is given by the superintendent, an Eurasian Mistress. I have visited the Orphanage and was much pleased with it. I heard the girls read, which they did remarkably well, even the youngest of them—and were able to give a fair explanation of what they read. In Dictation and Geography they did very fairly, and the specimens of their needlework were very good. They make their own clothes and also take in needlework—considering the circumstances they appear wonderfully well taught and well cared for, and the institution is no doubt a very valuable one.

Jail School, Rangoon.

This is as yet hardly to be called a School. Dr. Kelly, the Superintendent of the Jail, reports that it was opened in February last for the purpose of giving a small number of long-term Burman Prisoners a sufficient knowledge of English to make them useful as compositors for the Jail Printing Press. I have lately visited and examined this class, which numbers 13 pupils, and was much interested to see these men of middle age patiently and laboriously working at the English Alphabet and Spelling book. They appear to learn

quickly, and the Superintendent has forwarded to me some remarkably good specimens of their unaided composition for the Press. A teacher was obtained from the S. P. G. School and is paid Rupees 30 a month from the fund for the Jail manufactures. The Superintendent says "Had I more teachers I could have had tenfold the number of pupils, as the Prisoners are very anxious to be taught English." An interesting report by the Superintendent is given in the Appendix. I have received no report of any other Jail Schools in the Province, but it appears to me that if the prisoners are willing to learn, much good might be done by Schools in Jails. It must be remembered that in giving instruction, whether industrial or other, to prisoners in Burma, there are not the same obstacles as in India, where the institution of caste bends a man for life to an hereditary occupation, so that to teach him any other is time thrown away. In Burma caste is an unknown barrier, and if a prisoner learns any trade or occupation he is at liberty to follow it when he is released from Jail.

Town School, Ramree.

This is the only Aided School in the Province excepting the preceding and the Town School, Maulmain, which is not connected with some Christian body. The Head Master is a Burman educated at the Kyouk-Phyoo Government School, and he has an assistant vernacular teacher. The present number on the rolls is 22 and the rate of fee 4 annas. A grant for a building was made by Government for this School, and the Commissioner of Arakan states that when the building is opened 50 pupils will probably attend immediately. The Commissioner thinks the rate of fee might be raised. Both the Commissioner and the Deputy Commissioner urge an increase of the Grant to this School and speak in high terms both of the School and the Head Master. The rules do

not admit of an increase of the Grant until a further receipt is shown from private sources, but this is undoubtedly a case where the aid of Government is well bestowed. The people have come forward and expressed practically by their subscriptions their interest in the School. Captain Plant, the Deputy Commissioner, writes as follows:—"I may simply state that when I examined with Lieut.-Colonel Stevenson this man's School I was perfectly astonished at the progress made in English by a set of Burmese pupils under a Burman for a Master (who had learned English) who had not the advantage of seeing Europeans often, or who was not impelled by other than his own zeal and intelligence to bring his School to the state of proficiency in which I found it." I have not yet been able to visit the School myself.

St. John's, Thenganaing.

This is a School for Burmese under the Reverend Father Naude, of the Roman Catholic Mission. It is in fact two Schools, one for boys and one for girls, and a Grant for a building for each department has been made by Government. The numbers are 26 boys and 25 girls. I have not seen the School, but Captain Street reports that it is a very elementary one and that the buildings appear too good for the class of School. The pupils were only learning spelling and a little easy reading in Burmese. The teachers are Karens who have learnt Burmese, and the teaching is entirely in vernacular. I hope shortly to visit and report upon this School. Father Naude remarks that the neighbourhood is such a poor one that to enforce the payment of any fee would be to close the School, and as it is the charges are in excess of the receipts.

2. LOWER CLASS SCHOOLS.

The total number of Aided Village Schools is 150 against 126 last year, and the number of pupils is estimated at 3,167

against 2,033 last year. The total expenditure on these Schools was Rupees 16,469, the Imperial Grant being Rupees 7,143 and the local receipts Rupees 9,326. The average cost of each pupil's education was Rupees 5-8, and the cost to Government Rupees 2. The Statistical Returns of these Schools are imperfect, owing partly to the novelty of the forms and partly to the absence of all inspection.

It has not been possible during my short residence in the country for me to visit personally any of the Aided Village Schools excepting a few in Prome, but in any case it is obviously hardly possible that the Director of Public Instruction should in addition to the regular duties of his office, personally inspect and report upon even the existing number of Aided Schools in the Province even once a year. And if that were possible, it is unnecessary to add that a single annual visit to any School cannot fulfil the objects for which inspection is intended, and which render it absolutely necessary to the wellbeing of such Schools as these. Without a proper inspecting agency the Schools must remain at a stand still. I will now briefly review what has been done in past years, and will then give such information as is available of the present state of our Aided Village Schools.

By Financial Resolution No. 1446 dated the 17th March 1865, the sanction of Government was given to Grants-in-aid of Primary or Village Schools "instituted and supported by various Missionary Societies in the Pegu division," to the amount of Rupees 7,143 per annum for three years from 1865-66.

These Grants have expired with the year under review and a fresh grant of Rupees 12,000 has been sanctioned for the current year only, subject to report at the expiration of the year.

The Schools are all in the Pegu Division and with a few exceptions are for the Karen race only.

It may be well here to notice that the Karens are a race perfectly distinct from the Burmese who form the majority of the population, and to point out how it happens that education has been extended so far more widely among the former than among the latter.

The reason is that hitherto, apart from the Budhist Monks, the only educators of the people have been Missionaries, and it is among the Karen race almost exclusively that Missions have been successful.

The Karens have as a people accepted the faith of Christianity with astonishing readiness, owing partly to a remarkable coincidence in their own traditions, and partly I think to the elevation which the race, hitherto looked upon as inferior to the Burmese, has received from the care of the Missionaries—who have reduced the language of the Karens to writing, given them a religious faith and raised them by education to a position which they never before held. Among the Burmese on the other hand no marked success has attended the efforts of Missionaries, and consequently education has not found a soil equally prepared for its reception. The nature of the Schools under notice is well described by the Rev. Mr. Smith, one of the American Missionaries, who writes thus of the Schools in the Myan-oung district—"As a matter of fact, with three or four exceptions, the School teachers are at the same time Preachers and Catechists. The heathen neither have nor wish any School among themselves. It is only where the Karens have been converted that Schools have been established, and such Schools are the result of the zeal of the Catechist inciting the people to send their children, and are at the same time conducted by him."

So it is by Missionary influence and therefore almost solely among converts to christianity that Schools are established, while the task of imparting secular education to the mass of the population is as yet unattempted. With regard to the desire of the people for such education the evidence from different districts is often in diametrically opposite directions: the Commissioner of Arakan speaks of "a craving for English instruction" throughout his Division, and the Commissioner of Tenasserim bears the same testimony regarding his Division: while the gentleman above quoted says that the mass of the people have no wish whatever for it. The truth I think is that in districts near the seaport towns and centres of activity the desire for education is real: while in proportion to the distance from these centres it diminishes, till in remote districts such as those of Prome and Mergui there is perfect indifference on the subject.

It would appear to follow that with the advance of civilization the craving for sound instruction will also advance. I am not therefore without good hope for the future even in the most remote parts of the Province. I will now speak of the condition of the Village Schools already aided by Government. The districts to which aid has been extended are Rangoon, Bassein, Myan-oung and Prome.

In the *Rangoon* district the Schools number 54 and are under the charge of the Rev. D. L. Brayton and the Rev. J. B. Vinton, both of the American Mission.

Mr. Brayton has 15 Schools with 330 scholars besides a Normal School in Rangoon which provides teachers for the Village Schools. He states that the Grant-in-aid has been of great value to the Schools, that when it was first given they were hardly worthy of the name, but have been vastly improved in consequence. He points to the interest shown in the Schools by the liberal subscriptions of the people and also by

the number of what he terms irregular pupils, that is of outsiders whose occupations do not admit of regular attendance, but who "seize their opportunity" and gain an elementary education without being regular attendants at the Schools.

These are Mixed Schools containing boys and girls in about equal proportion; which is I believe the case with all the Village Schools.

By the help received from Government some elementary School books in Karen have been brought out and are regularly used in these Schools, but more books are much needed, and Mr. Vinton has lately established a Printing Press at Rangoon which is beginning to supply the want. The type has been made entirely by the Karens under the superintendence of the Missionaries, and the institution promises to be a very valuable one.

Mr. Vinton has 39 Schools under his charge with 979 pupils, which is an increase of 5 Schools and 110 pupils over last year. He also states that several new Schools, not entered in the returns, have been opened, as well as infant and night Schools. He bears testimony to the great value of the Grants-in-aid, and in speaking of the interest of the people in the Schools says that in addition to the cash contributions entered in the returns the villagers have given largely in kind, supplying the teachers with most of their food, and also liberally contributing for School buildings, he says "I think I am speaking within bounds when I assert that the donations amount to fully four times the Grants-in-aid."

In the *Bassein* district the number of aided Village Schools is 73 and the estimated number of pupils 1,225.

Of these Schools 45 are under the charge of the Rev. W. M. Scott, M.D., whose interesting report will be found in the Appendix. He considers that every one of these Schools

ought to be permanent, and adds that the Grant-in-aid is tending to make them so: he hopes that by its moral influence as well as by the actual pecuniary help it will do away with the two chief obstacles to the spread of education, viz., the poverty of the people and the reluctance of parents to spare the services of their children, and he urges that aid should be given in such a way as to enable the Missionaries to hold out support to any village where a desire for a School is shown. The Rev. Mr. Douglas has a School for Burmese in Bassein town which is aided as a village School: owing, however, to his absence during the whole of last year he is unable to submit the subscribed returns: he has now reopened his School with 68 pupils and reports that it promises well.

The Rev. Mr. VanMeter has 11 Schools with 151 pupils under his charge, but has furnished no returns in the prescribed forms for the year under review. He assigns as the reasons for this the cares consequent on the arrival of new Missionaries from America and hopes to be able in future to give all the required information. The Rev. Father Bertrand of the Roman Catholic Mission has two Schools, but the prescribed returns are not forthcoming for 1867-68. I think further remark is not needed to show the absolute necessity of a system of regular inspection for these Schools.

In the *Myan-oung* district the Rev. D. A. Smith of the American Mission has 15 Schools under his charge, having succeeded the Rev. Mr. Thomas in the charge at the beginning of the year under review. In the last report it is stated that Mr. Thomas has 16 Schools containing 272 pupils, each School receiving from Government 100 Rs. a month, while the subscriptions in kind from the people were estimated at Rs. 2,053. Mr. Smith gives the names of 15 Schools this year, but owing to a concurrence of accidents the prescribed statis-

tical forms did not reach Mr. Smith until too late to enable him to compile the returns, and the statements which he had already drawn up and forwarded to the Office of the Deputy Commissioner were lost in transit.

In the *Prome* district the Rev. T. Simons has charge of 5 Village Schools with 93 pupils. Three of these are in the town of Prome and all are for Burmese. Mr. Simons reports that the number in these Schools has lately decreased by one half owing to sickness. He states that regular fees cannot be exacted but that presents in kind are made by parents of pupils. He writes "as they are all Vernacular Schools it is an important object with us to have as many girls attend them as possible, and in Prome the parents are beginning to see the advantage it will be to them, and to encourage their attendance. In the villages strong prejudices exist against girls being educated and we can only succeed by having some of the inhabitants who profess Christianity to take the lead and educate their girls. Mothers also have an excuse that their girls must learn to weave and in other ways work to help support the family. Funds are needed for this purpose also suitable teachers." I have lately visited several of these Schools in Prome and consider them a very promising beginning: I found the pupils using elementary books published by the Missionaries, and considerably in advance of similar indigenous Schools which are unaided by Government.

On the whole from my short experience in the country I am disposed to think that in Village Schools such as these, under a proper system of supervision, will be found the best foundation for a general system of education in the vernacular. I express this opinion, however, with diffidence, because, with an experience of only a few months, I venture to propound a view of this most important question which differs from that upon which was based the plan of vernacular edu-

cation originated by Sir Arthur Phayre. To that plan I now turn.

3. MONASTIC SCHOOLS.

In the year 1865 Sir Arthur Phayre, then Chief Commissioner of British Burma, addressed the Government of India on the subject of a plan for the extension of vernacular education in the Province. The plan was very briefly described in the last Annual Report. It may be proper here to explain the nature of the plan more at length and to show how it is at present working.

Throughout the country of Burma, in every town and almost every village, are to be seen rising singly or in clusters quaint wooden buildings with richly carved turretted roofs, which form at once the Monastery and the free national School of the place. The name of these buildings, "Kyoung" signifies both a Monastery and a School. I cannot do better in dealing with this subject than quote some passages from a very complete account of the Budhist Religion by the Right Rev. P. Bigandet, Bishop of Ramatha, prefacing my remarks by the explanation that the "Phongyies" or Talapoins are the Budhist Monks of whose Schools this reports treats. "The houses of Talapoins are so many little seats of elementary learning: and as they are very numerous throughout the country every facility is afforded to male children to learn to read and write. The female children are excluded from partaking of this great boon by the strictness of the Monastic regulations: it is a great misfortune much to be lamented, as one half of the population is thus doomed to live in perpetual ignorance; owing to the gratuitous education given by the Budhist Monks there are very few men throughout the breadth and length of Burma who are not able to read and write. It is true that too often the knowledge thus acquired is very superficial and incomplete: but as regards

the other half of the population, it may be stated that scarcely a woman among thousands can be found capable of spelling one word." Here then are already existing Schools throughout the country, an old established national institution, and the conception of erecting upon this base a system of sound national education was assuredly one worthy of the name of its author. The intention was to put into the hands of these national School-masters elementary books of sound European learning, and so gradually to convert the Monastic Schools to efficient secular Schools; a method exactly analogous in theory to the *Patshala* system of Bengal. It was however confessedly a tentative measure, and it remains to show how it has worked hitherto, and what likelihood, after a trial of 18 months, there seems to be of ultimate success. The plan is at present working in Rangoon and Maulmain only. In each of these towns there are stationed two circuit teachers appointed by Government and receiving each 30 Rs. a month. They are Burmans, unacquainted with English, but proficient in the subjects they have to teach, viz., Arithmetic, Geography and Land measuring. The books used are provided by Government. Owing to the scarcity of books in the vernacular, these are the only subjects at present taught.

The duty of the teachers is to visit each Monastery in which they have pupils as often as possible; to teach, and to bring a written report at the end of each month to the Director of Public Instruction. A weekly return has lately been ordered in Rangoon.

The Monasteries in Rangoon and Maulmain are situated in four or five different groups or clusters, at distances of two or three miles apart. Each of these groups contain from a dozen to twenty distinct Monasteries, each presided over by its own Monk and with its own Scholars: and through these Monasteries the learners from our books are scattered singly

or by two or threes. The teacher or visitor goes to the Monastery in the morning and finds the head Monk lying down chewing betel, and very indifferent to his coming or going. The Monk is generally very civil, and glad to talk on general subjects to pass the time, but for any interest in education or the improvement of his School the visitor will look in vain. Perhaps two of the three pupils he hopes to find are gone out for a holiday, or to keep a birth-day—and he passes on from one Monastery to another where the same thing is repeated. I think it must be obvious that to work a scheme of this kind, so as to produce any tangible result, some more strict supervision is necessary than can at present be given:—the question is whether such supervision would be permitted by the Monks. It is not only impossible for the Director of Public Instruction personally to superintend to any purpose the instruction in the Monasteries—to do so in Rangoon alone would occupy his whole time leaving untouched the rapidly increasing work of his office and the care and inspection of the whole Province—but it is also impossible to exercise any great control over these circuit teachers, and the result is that the circuit teacher's office is, or may be a sinecure. Captain Street in a memorandum on the subject writes thus: "It is impossible to have any check on the circuit teachers: they can be absent from their work without any probability of its being known. The waste of time and labor is immense: there are seldom more than one or two learning in a Kyoung, and as some of the Kyoungs are a great distance from one another, much time is spent in going from one to another."

The following table shows the number of Monasteries receiving our books, and the number of pupils nominally using them; but no great reliance can be placed on the accuracy of the statement;—

Date.	Rangoon.		Maulmain.		Total.	
	No. of Kyoungs receiving books.	No. of pupils nominally studying.	No. of Kyoungs receiving books.	No. of pupils nominally studying.	No. of Kyoungs receiving books.	No. of pupils nominally studying.
April 1867, ...	30	42	...	...	...	...
May 1867. ...	31	43	11	14	42	57
June 1867, ...	28	49	13	21	41	70
July 1867, ...	21	52	13	26	34	78
August 1867, ...	23	57	14	28	37	85
September 1867, ...	25	67	14	28	39	95
October 1867, ...	23	54	10	18	33	72
November 1867, ...	19	43	8	15	27	58
December 1867, ...	21	48	7	14	28	62
January 1868, ...	27	41	7	11	34	52
February 1868, ...	25	85	7	12	32	97
March 1868. ...	23	77	8	14	41	91

Since my arrival in the Province I have constantly discussed this with persons of all classes, District Officers, Missionaries, natives and others interested in education and of long experience of the country and people. I have asked their opinions of the plan and of the possibility of its success, and I have hardly found one person who has not condemned the plan as impracticable. My predecessor, Capt. Street, was of the same opinion. For the existence of this almost universal opinion there must be some reasonable ground: I propose then to examine some of the obstacles which, in spite of so promising a foundation, make the plan based upon it so apparently hopeless.

Naturally the first thing to be feared in introducing books into the Monasteries was jealousy and opposition on the part of the Monks: but on the contrary in the majority of cases the Monks gladly receive our books and express a wish for them. Under the system of Budhism caste prejudices do not exist, and the Budhist Monk will transact busi-

ness, visit or eat with men of any rank or any nation. Where then are the obstacles to the plan?

To answer this and illustrate the weight of arguments on either side, it is necessary to dwell shortly on the following points:—

(1.) The nature of the Monastic Schools.

(2.) The elements of which the Monastic order is composed.

(3.) The motives of the Monks in acting as teachers of youth.

(4.) The class of men who receive and use our books.

(1.) The Monastic School is not and never has been a School for secular education; it is the Budhist "Sunday School," if I may use the comparison where the instruction is religious, and reading and writing are taught purely as a means to religious instruction. The only secular element is a little Arithmetic, and the more secular the instruction, the lower is the estimation of the Monastery in the eyes of the people.

It is a School for the education of the character not of the intellect, and it is the principle of the superiority of the moral to the intellectual, pushed to the extreme of denying the value of wisdom at all, which governs the Monastic School. "The knowledge that is imparted," writes Bishop Bigandet, "is not secular but purely religious. It is a point upon which the undivided attention of a keen observer must be centered in order to understand the full meaning of the following remarks. We do not mean to say that the instructor has always present to his mind as a professor the direct teaching of religious truth, but the fact is that no information is conveyed to the pupils except that which comes from religious books. No other books are ever used in Schools."

One of the best of the Monks whom I have met, a venerable man high in the order, said to me "our instruction is religious, but if our pupils like to study secular subjects we have no objection." This is the attitude, an attitude I think well described as one of passive resistance: to imagine these Schools converted into secular Village Schools is I think to imagine a revolution in the whole system of Budhism, to effect which a power would be needed greater than that of any political administration.

(2.) I proceed now to the class of men of whom the Budhist Monastic order is composed, and I need do no more than call in again the testimony of the author quoted above, a man probably possessed of more intimate knowledge of all relating to this order than any other European:—"The first and principal cause that has brought the Society into disrepute and opened the door to numberless abuses is the total absence of discernment in the selection of the individuals that seek for an admittance therein. Every applicant is indiscriminately received as a member of the brotherhood. No previous examination takes place for ascertaining the disposition, capacity and science of the postulant. No enquiry is ever made regarding the motives that may have induced him to forsake the world and take so important a step. His vocation is exposed to no trial. He has but to present himself and he is sure to be immediately received, provided he consent to conform exteriorly to the usual practices of his brethren. No account is taken of his former conduct: the very fact of his applying to be admitted into the Society of the perfect atones amply for all past irregularities. The only respectability inherent in the modern Talapoins is that derived from the sacred yellow dress he wears. It may aptly be said of him that he is a Monk by the fact of his wear-

ing the canonical dress. The houses of the order are in many instances filled with worthless individuals totally unfit for the profession, who have have been induced by the basest motives to enter into them, chiefly by laziness, idleness, and the hope of spending quietly their time beyond the reach of want and without being obliged to work for their livelihood." Again with regard to their qualifications as teachers, he writes, "ignorance prevails to an extent scarcely to be imagined among the generality of the Phongies: I have met with a great number of laymen who were incomparably better informed and far superior in knowledge to them. Their mind is of the narrowest compass: though bound by their profession to study with particular care the various tenets of their creed and all that relates to Budhism, they are sadly deficient in this respect. They have no ardour for study. While they read some book they do it without attention or effort to make themselves fully acquainted with the contents. There is no vigour in their intellect, no comprehensiveness in their mind, no order or connection in their ideas. Their reading is of a desultory nature; and the notions stored up in their memory are at once incoherent, imperfect, and too often very limited."—"The most striking feature in the Talapoins character is their incomparable idleness," and in another place; "the Talapoins being much addicted to sloth and indolence the Schools are undoubtedly miserably managed. The boys are often left to themselves without regular control or discipline. Unacquainted with the rules of grammar the teachers are incapable of imparting any sound knowledge of the vernacular language to their numerous pupils."

It cannot be doubted that the above descriptions are lamentably true, and that however unprejudiced socially the Monks of the present generation are, in the capacity of School Masters, almost worthless.

(3.) With what motives then do these Monks, who are so addicted to idleness, assume the character of the laborious teacher of the young? Emphatically it is from no interest either in the pupils entrusted to them or in the general extension of education, but from motives of the purest selfishness.

To teach is among Budhists a work of merit, and the object of the Monk is not to impart to others the knowledge which they themselves possess—but to store up for themselves a multitude of good works which shall save them from the evils of a future existence. What is it therefore to them that the instruction given is almost valueless or is listlessly and irregularly conducted? Attracted to the Monastic life by such influences, and acting under such motives, what cause have the monks to fall in with a scheme which seeks to improve the nature of their instruction? or to introduce as class books into their Monasteries works which not only overthrow some of the doctrines taught by the order from time immemorial, but expose the order itself, hitherto venerated as the embodiment of profound wisdom and learning, as a society whose chief characteristic is the most intense ignorance? Accordingly though our Arithmetic and Geometry are readily accepted, our Geography is universally refused, and so must all books be which contain statements contrary to the tenets of the Budhist religion.

(4.) But here it becomes necessary to account for the apparent contradiction of asserting that the plan is not working successfully, and at the same time admitting that numbers of the Monks do gladly receive and study our books, by pointing out who the recipients generally are. In connection with this it must be premised that there exists a national custom among the Burmese by which almost every man of the population for a longer or shorter period of his life withdraws

from the world, and enters a Monastery, shaves his head, and adopts the Monastic life and dress; so that in every Monastery there exists a class of young men who have long ago as children received all the teaching the Monastery has to bestow, men who have no intention of remaining in the Monastery, soon about to return to the world and with their fortunes to make, but with a few idle months or it may be years to pass before they do so.

As a general rule this is the class of men who receive and study our books. They are not the heads of Monasteries, not the national School-masters upon whom it was proposed to work, but men who will pass away and leave the School in which, at the expense of Government, they have imbibed something of an education which will fit them for secular employment, with the nature and method of its instruction unaltered. Speaking generally, I think there is no doubt that the system so far, though productive of some good, is imparting instruction not to the class for whom it was intended, but to another class who ought rather to see the education offered in our Government and Aided Schools. The original intention of inducing the national teachers of youth themselves to imbibe our learning and then to teach it to the youth committed to them is as yet I conceive little advanced.

I have visited many Monasteries in Rangoon, Maulmain, and other places, and questioned and conversed with Monks and learners in all. The Monks themselves expressed curiosity and an interest in the work, but it is a languid interest made generally as a concession; while those who really learn do so entirely with a view to obtain employment under Government. "When are we to get appointments?" they almost invariably ask me, that is our sole object in learning." At the same time it is true that in the course of years the desired effect might be at least partially accomplished because in

some cases the learners will remain in the Monastery and become teachers: the vast majority most certainly will not; and as both the entry into and retirement from the order are perfectly voluntary, (the Monks being bound to the order by no vows,) it is impossible even for themselves to say whether they will return to the world or not. The oldest Monk may without disgrace at any moment discard the canonical dress and become a layman again.—So that to pronounce the scheme altogether a failure would be perhaps premature. The results are and must necessarily be for a long time almost imperceptible so far as the condition of the Schools is concerned, and it would be interesting to know how far Sir Arthur Phayre would have considered the present results satisfactory. Whether order can ever be introduced into these Schools, which are so venerable both from the real value attaching to them in the absence of better institutions, and from the historical antiquity of which they are able to boast:—whether regular instruction, or even sound instruction irregularly given, can ever become the rule in them, is a question which I think only the lapse of years can answer.

Regarded therefore as a means of conveying systematic secular instruction to the masses of the people, I think the present plan must be pronounced a failure, and I think the reasons which I have adduced are sufficient to show why it is and must be a failure; but if nothing more than a gradual working upon the minds of the people through the influence of the Monks is looked for, the result can only be the work of years, and therefore a judgment as to success or failure is premature.

But failing the old National Schools, is there no other institution already existing in the Province to which we may look for a foundation of a system of secular education for the masses of the people? As in every town and village there is

the Monastery which is the religious School, so in almost all of any size there are in addition small mixed Village Schools where boys and girls are taught together by old respectable men or women, who teach for love or for such present in kind as the parents of their pupils can afford.

From early morning till late at night with little intermission do these old men work with their classes, preparing them either for the Monastery or for any better School which may be within reach. I have visited many of these in various places and have called for a return of the number of them in every district.

The total number of these Schools will perhaps prove to be insignificant in comparison with the number of Monasteries: but still I am inclined to believe that in them will be found a basis for a general system of education far more promising than in the Monastic Schools. I believe that by judicious aid from Government, given under proper inspection (without which no general system can be carried out) these Schools are capable of a development well worth the cost to Government. I am led to this opinion by various causes: first by the general opinion of District Officers, Missionaries and others: secondly by the absence in these Schools of any religious prejudice to prevent the reception of modern learning: thirdly by the result where these Schools have been aided in Prome: and lastly by the fact that here some education is offered to the women of the country to whom in the Monastic Schools it is denied. The only objection which I have heard raised to the attempt to improve these and establish similar Schools is that, if successful, they would gradually empty the Monasteries, and at last draw down upon our educational system the anathema of the order which is venerated beyond all Governments or any system of learning.

But I believe that in advocating the cause of the Village Schools I am not advocating the ruin of the Monastic Schools. As before pointed out these are purely religious Schools, and whatever success might attend secular Schools, I believe that the Monasteries would be as regularly frequented as they are at present, and for the same purpose, namely, religious instruction. Ultimately, when a system of sound secular education has taken root in the country, the Monastic order will undoubtedly rise in intelligence with all other orders of the community, and then will come a time, if it ever comes, when a general improvement may be looked for in the status of the Monastic Schools. By the plan of working upon the present race of Monks we are casting bread upon the waters which we may indeed find again, but not I think till after many days.

I have entered more fully into this subject than would be commonly admissible in an Administration Report, but I think I am justified both by the confessedly tentative nature of the plan, and because in a department comparatively newly organized it seems necessary to present as clearly as possible a picture of the field to be worked upon.

4. NORMAL SCHOOLS.

Intimately connected with the subject of vernacular education occurs the consideration of Normal or Training Schools for Teachers.

There are at present no Normal Schools in the Province directly under Government. The total number of Aided Normal Schools is 7, and the total number of pupils in them 398. The expenditure for the year on this class of Schools was Rupees 17,641, of which Rupees 5,400 was from Imperial and Rupees 12,241 from Local Funds. The annual cost of each pupil's education is Rupees 63, of which Rupees 40 is paid

from private sources and Rupees 23 the amount of the Government Grant. Of these Schools not one is for Burmese: the Karen race, as before shown, being under the especial patronage of the various Missionary bodies in the rural districts, and the Aided Village Schools being almost all of the Karens. With regard to the status of the Normal Schools here reported upon, it may be well to explain that they are generally so called rather because their object is to provide teachers for Village Schools than as professing to impart a special training in the art of teaching up to definite standards, no such standards having been hitherto laid down. The Rev. Mr. Smith writes thus of the Karen Normal School at Henzadah. "The name is likely to lead one to misapprehend the true nature of the School; as a matter of fact nearly if not all who are engaged in teaching throughout this district received what education they have at this School. It is also a fact that none have studied here with special reference to the teacher's work, as would seem to be implied in the name "Normal;" and this description I believe holds good of the majority of the Schools in this class. The Schools however appear fully to answer their purpose in keeping up a supply of Village School-masters among the Karens: and it is almost needless to add that similar Schools are urgently required for the Burmese population. From the recorded results in other Provinces it appears to me that the training School ought to precede the Village School, and that without institutions of this kind, it will be impossible greatly to extend the working of this department.

Pwo Karen Normal School, Rangoon.

This School is under the Rev. D. L. Brayton, and provides teachers for the Aided Village Schools under his charge. The School, like very many of our aided Schools, is only open during the rainy season, that is from April to October or

November, and I have not had an opportunity of seeing its working. It is entirely a vernacular School and the number of pupils on the rolls is 41 with an average attendance of 37; Mr. Brayton writes "This being strictly a boarding School and as the pupils come from a distance, is not subject to that fluctuation in regard to attendance, &c., which must necessarily belong to a day School in this country." The numbers have slightly decreased during the year, owing Mr. Brayton says to the increasing expense and want of funds to sustain the pupils. The School building has been thoroughly repaired during the year. Of the pupils Mr. Brayton reports that "their interest in their studies, punctual attendance, moral behaviour, &c., has justly merited the high approbation of their teachers and give much assurance for future years."

Pwo Karen Normal School, Bassein.

This School is under the Rev. Mr. VanMeter. I have not yet been able to visit it and have received no returns from Mr. VanMeter, beyond the number of pupils on the rolls which is 21.

Captain Street who visited the School does not report very favorably of it. He found only 7 pupils present and was told by Mr. VanMeter that the attendance was very irregular, and Captain Street considers that for the size of the School the Grant-in-aid (Rs. 500) is too large. Mr. VanMeter says that he has spent a part of it on other Schools.

Karen Normal and Industrial Institute, Bassein.

Captain Street reports very favorably of this School. It is a Mixed School for boys and girls, and consists of three departments. viz., The English, Vernacular and Industrial: the whole is under the superintendence of the Rev. W. M. Scott, M.D., and in the English department are two Karen teachers trained, one in America the other in Calcutta.

The total number on the rolls is 59 and the average daily attendance 52. Captain Street thinks a little more system is required in the formation of classes and systematic promotion from one to another. He says the girls show much greater quickness in learning than the boys, and he adds, "With care and attention I think this School may be made a very good one." The Vernacular Department appears to be the only department for the training of teachers. No pupils are admitted until they have gone through an elementary course in the Village Schools.

In the Industrial department the boys learn carpentry and the girls needlework; Captain Street considers that the School well deserves the aid given. Dr. Scott reports that the School does not show an increase in numbers corresponding to that in the Village Schools, notwithstanding that the pupils of the English Department have enjoyed better instruction during the last two years than ever before. This he accounts for in various ways:—

(1) By the unavoidable length of the term of study. (2) By the fact that the difficulty of acquiring a knowledge of English is not at first appreciated by the pupils. (3) By the haste with which many pupils are withdrawn in order to make practical use of their acquirements, and (4) by sickness which has prevailed among the members of the Mission, the ladies of the Mission having been obliged all to return to America. He adds that the building in which the English School has been held and several of the dormitories are old and must soon be renewed.

Karen Young Men's Normal School, Toung-oo.

This School forms one of the four departments, of what is called the Toung-oo Institute. The number on the rolls of this department is 121, but the average monthly attendance

only 33. The Toung-oo Institute is nominally under the management of a Society called the Karen Education Society, of which the President and two Secretaries are Natives, and Mrs. Mason is the Trustee and Agent.

The Institute, of which Sir Arthur Phayre is life Patron, consists of the following departments—all of which Mrs. Mason states are situated on land which is the property of the Institute, and all of which are under the superintendence of Dr. and Mrs. Mason.

1. The Karen Young Men's Normal School.
2. The Karen Female Institute.
3. The D'Oyley Burmese Girls' School.
4. The Colony Nursery School.

The principal buildings consist of two fine airy houses for the Young Men's and the Female Department. These with the Nursery School stand on the opposite side of the Sittang river to the station of Toung-oo. The Burmese Girls' School being in the station itself. I may remark in passing that no report has been submitted for the Nursery School which is an infant School intended to act as a feeder to the other departments, but which appears to be at present an insignificant portion of the Institute.

I visited this Institute in January last. The time of year was unfortunate for the Karen Departments, because these, like so many other Schools, are only open during the rainy season. Some of the pupils, however, had been called together, and of the Young Men's Department about 20 were present. I was struck by the appearance of cleanliness among the pupils, which is I think not a characteristic of the Karens, and the sight was altogether striking enough when the two departments were ranged together dressed in the Karen national costume. I heard some of the classes

read in English, Burmese and Karen, and tried them in Dictation, Geography and Arithmetic: but as English is not the ordinary medium of communication in the Institute I was little able to form a judgment of their attainments. The best of the English scholars were reported absent, and those present did not seem to have any power of employing the language in conversation. The writing of English from dictation was done slowly and with difficulty. The copy books were neat and clean and the writing in them good, and I was shown some good specimens of the pupils map drawing.

In Arithmetic, owing to the use of figures different from the English, it was impossible to test them. They have gone as far as the rule of three, and some were trying cube root. Land measuring and surveying are taught and one or two pupils understood the use of the sextant. It was hardly possible, however, to form an accurate judgment of the standard attained. I should say that the general standard, though not very high, was high enough for teachers in Village Schools. This department was not favorably spoken of last year by the Deputy Commissioner, and I think ought to receive more frequent inspection. In the neighbourhood of this department is Dr. Mason's own house which contains his printing press, a very valuable institution, well stocked with type, English, Burmese and Karen. Several of the Karens here as at Rangoon are able to print well. Dr. and Mrs. Mason have for some years been working under difficulties, having been, in consequence of a division in the Mission, unsupported by the American Baptist Mission.

KAREN NORMAL THEOLOGICAL SCHOOL, TOUNG-OO.

This is reported by the District Officers to be the best School in Toung-oo. It was not open when I visited Toung-oo in January. The number on the rolls is 92 and the aver-

age daily attendance 82. The School is under the superintendence of the Re v. E. B. Cross and the Rev. A. Bunker. The former gentleman has lately gone to America leaving the School in the charge of Mr. Bunker who reports as follows, "The School buildings are now in good repair but are inadequate to the wants of a growing School: with the ratio of annual increase now existing new buildings must soon be erected for the accommodation of the pupils." I was shown some very good specimens of the drawings of the pupils when I visited the School; Mr. Cross appears to be an astronomer as well as a mathematician, and takes his pupils into the higher branches of Mathematics. The School is called a Normal Theological School, but Mr. Cross states that it has only a Theological department. The teaching of the School is entirely in the vernacular.

Karen Normal School, Dine-woon-quin.

This is a School in the suburbs of Maulmain under the Rev. J. F. Norris, of the American Mission, and numbers 64 pupils. It was not open when I visited Maulmain, but Captain Street visited the School and reports unfavorably of it. He complains that when he examined the pupils none of them understood what they read—and in Arithmetic he remarks that though all seemed to understand the method none were able to apply it, and adds "I cannot say that the result in this branch of their studies was satisfactory." Their knowledge of Geography was very limited and the only subject in which they appear to have taken real interest was part-singing, which was very well done. Captain Street continues "On the whole I do not think the progress of the School is satisfactory." He considers one reason to be the long break of vacation during the dry season, and another (which is obviously the main one) that the School has been left too entirely to native teachers. He complains also that

no registers are kept up. Mr. Norris reports as follows:—The School "is designed primarily to receive scholars who have received instruction in jungle Schools; scholars of all ages and all degrees of attainments however are admitted. It is strictly a boarding School; nearly all who attend are retained during the season unless disabled by sickness. Up to the year 1866-67—1867-68 it has been under the immediate care of a resident Karen Missionary. During two years past it has been taught mainly by Karen teachers, one of whom, who has acted as Head Master, is a very able man. During these two years the Missionaries to the Burmese have had the direction of the School doing what they could for it." "During the year ensuing and we hope without interruption for the future an American Missionary to the Karens will have the School in charge and reside at Maulmain."

Mr. Norris speaks of his intention to establish a number of new Village Schools among the Karens of the district; he has opened several already.

KAREN NORMAL SCHOOL, HENZADAH.

Of this School the Rev. Mr. Smith the Superintendent writes, that although a Grant-in-aid had been sanctioned for it for the year under review, yet that owing to some misunderstanding it was not received, and after a session of three months and a half, the funds contributed by the Karens being exhausted, the School was dismissed. The number of pupils was 26. After the dismissal of the School, however, the error regarding the Grant-in-aid was discovered, and the grant was drawn before the expiration of the year; and as no fresh application has been submitted in time, is being expended on the School for the current year. Mr. Smith adds, "In consequence of the School receiving no Grant-in-aid for the year 1867-68, but more especially on account of its having been but feebly sustained and being altogether an excep-

tional year in its history, I have not felt able to return to the Government any report for the year 1867-68.

Captain Street visited this School in July last and found 21 pupils present. Mr. Smith was absent and Captain Street remarks that he was surprised to find the School in such good order considering the manager was absent. He examined the boys who acquitted themselves very fairly in Arithmetic. The Karen teacher was pronounced an intelligent young person.

In addition to the above School the Karen Female Institute at Toung-oo, though not called a Normal School, is one in reality. It is reported upon under the head of Female Schools.

5. FEMALE SCHOOLS.

There are no Female Schools as yet directly under Government. The number of Schools in this class is 5 and the number of pupils in them 408. Of these 179 are Burmese, 74 Karens and 155 of other races. One new School has been established during the year, at Rangoon, under the S. P. G. The last Annual Report speaks of 12 Female Schools but only gives returns of 4, and this year no reports have been received from unaided Schools.

Of the Schools here reported upon only 5 are entered in the statistical Returns, the 6th being embodied in the return of the Diocesan School. This number however does not show anything like the total number of girls receiving education in the Province. The Schools here reported upon are Schools for girls only, but there are numbers of Mixed Schools, in many of which the proportion of girls to boys is 50 per cent. The Town School at Maulmain is the most prominent instance, and many if not all of the Village Schools are also cases in point. The average cost per pupil annually in this

class of School is Rupees 83, of which Rupees 57-8 is from private sources and Rupees 25-8 paid by Government. The total expenditure on these Schools was Rupees 21,533 of which Rupees 5,800 was paid by Government and Rupees 15,733 from private sources.

The subject of Female Education in India has lately been brought prominently forward, and I think it assumes special interest in this Province where no such barriers to the extension of education among the female population exist as in India. The sole obstacle which appears on the surface is the powerful but not invincible influence of immemorial custom; setting this aside we have no such prejudices to contend with as in India. Caste does not exist; and women do not, as in India, live a life of strict oriental seclusion. Nothing is more striking than this feature of the country to visitors from India.

The only reason why we do not find the women of Burma so generally educated as the men appears to be the strictness of the Monastic rule. The education of the country has been in the hands of the Monks as far back as history extends, and the rule of the order which enjoins the strictest celibacy does not allow of the admission of females into the Monastic Schools. But in the many indigenous Schools throughout the country independent of the Monasteries, girls are taught equally with boys: so that, *prima facie*, there are fewer obstacles in the way of a general extension of female education in Burma than in any Indian Province under Her Majesty's Government. I proceed to show what has been done and with what success in this direction.

Diocesan Girls' School, Rangoon.

I have already shown that the Diocesan School, although under one management, has practically become two distinct Schools. I therefore treat the Girls' department here as a

separate School, and I think it would be well if both the statistics and accounts of the two were shown separately in future.

The number on the rolls has risen during the year from 19 to 43. The great increase is owing partly to the removal of the School to a more central situation, and partly, the Chaplain of Rangoon reports, from the entertainment of a new Mistress. It is as stated above, a School for children of Christian parents, European, Eurasian and others, and is therefore one of a superior class and like the Convent School provides for a large and important section of the population which would be otherwise unprovided for. The parents of the pupils are unable to send their children to England, and in the absence of such institutions as these would be obliged to have recourse to Calcutta or Madras. I think therefore that the School holds a very useful position and promises to be of great value to the town.

I have examined some classes of the pupils in the ordinary subjects, and was well satisfied with the result. Reading, Dictation and Geography were well done, and I was struck by the good pronunciation of English, the girls appeared quick and intelligent, and order and neatness are carefully maintained in the School.

St. John's School and Orphanage, Rangoon.

This institution is under the immediate superintendence of the Right Rev. Bishop Bigandet. It consists of two departments, for distinct classes of the community, and embracing different classes of study, but both are in the same range of Convent buildings and are conducted by the Lady Superioress of the Convent and five Sisters of Charity with one lay lady.

The total number of pupils is 119. The Convent School which numbers 60 pupils is for the daughters of European, Eurasian and other parents, and the instruction is in English the Orphanage is an institution for destitute natives : 59 are on the rolls. Almost all the pupils are either Burmese or Karens, and the teaching is entirely in the vernacular.

The orphans are supported as well as taught by the Catholic Mission. I have visited both departments and examined some classes of the Convent School—I was also lately present at the Annual Public Examination of the School. In the last report Mr. Hough stated that the pupils learned too much by rote, and certainly they possess the power of committing passages to memory almost to a dangerous extent. I have before alluded to this as a point to be guarded against.

When I examined the classes, however, in English and heard them explain and paraphrase, much real knowledge of English was shown. The specimens of writing and of needlework were admirable.

The orphan girls read Burmese fluently and receive a good general education, and all look very well cared for, there is no doubt that the institution is is a very valuable one.

St. Joseph's School and Orphanage, Maulmain.

This is an exactly similar institution to the preceding, similarly divided and conducted, Bishop Bigandet being the Superintendent.

The number of pupils in the Convent School is 70 and in the Orphanage 38, total 108. I was much pleased with the institution when I visited it in March last. I examined all classes of the English department in the ordinary subjects and saw specimens of the needlework of both de-

partments. All read well, and were quicker than the boys in explanation and paraphrase. Dictation was very well done, and Arithmetic and Geography very fairly. I was shown the dormitories, refactory, &c., all of which are well conducted and comfortable.

Karen Female Institute, Toung-oo.

This is one of the four departments of the Toung-oo Institute described above, and the primary object of it is to provide School Mistresses for the Karen mountain Village Schools. It is under the superintendence of Mrs. E. B. Mason, assisted by native teachers, and the number on the rolls is 50, aginst 62 last year. The average daily attendance is 25. The School has an English and Vernacular Department Mrs. Mason states that "it is very difficult to classify Karen Schools in Toung-oo, as the mountain pupils are so irregular. The English department only can be relied on for systematic study either for girls or young men. The English language is now being called for in the mountains so that the study of English and Burmese with Karen makes the Female Institute more popular with the chiefs, and the villages more readily call for the young women to teach in the mountains." Mrs. Mason reports that a class in botany has been formed for 1868-69, a new study to the Karens. With regard to the decrease in the numbers of the School she writes that it is "owing to the necessity of restricting the numbers to 50 as was at first anticipated. It is not desirable to educate a larger number for School Mistresses than are wanted in the mountains." She adds that the buildings are ample and in good order, but that a grant of approved School books in English would be an inestimable boon.

When I visited the Institute in January, although it was nominally closed, about 20 girls were called together but their knowledge of English was too limited to admit of

my forming a clear estimate of their attainments. I saw them go through a lesson in Geography with Mrs. Mason in which they showed considerable quickness and knowledge of the subject. They are taught plain needlework and make their own and their husband's clothes. They also sing well, as all the Karens do.

D'OYLEY BURMESE GIRLS' SCHOOL, TOUNGOO.

This is a small School in the station of Toung-oo separated from the other departments of the Institute by the river Sittang. It is under Mrs. Mason's superintendence, and she visits it several times a week; in her absence it is in charge of a Burmese female teacher, who, Mrs. Mason says, is a very good teacher and attracts many pupils. The number on the rolls is stated to be 42 the same as last year, but Mrs. Mason says the attendance is very irregular, owing to the reluctance of mothers to send their girls to School, and the average attendance is only 14. I visited this School and examined the classes. There were 20 girls present of ages varying from 8 to 14 years. The School is a very elementary one and the knowledge of English is very small indeed, although Mrs. Mason speaks of an "English division" of the School. In commenting upon the last report of the School, "that the children had evidently only commenced to learn," Mrs. Mason points to the fluency with which they were able to read English before the Commissioner on a recent occasion: but I do not think the mere reading of a language without the power to use it in conversation or even to understand very clearly what is read deserves more than the credit for a good ear and a tolerable memory. Some elementary books are required for this School both in English and vernacular; the books now in use being far too difficult. I think the School is a useful one and deserving of support, but more frequent inspection would be an advantage both to this and the other departments of the Institute.

S. P. G. Girls' School, Rangoon.

This School was opened by the Rev. J. E. Marks at the beginning of the year under review and has hitherto met with great success. It is under a superior English Mistress, with two good assistants, and is for children of all classes and all races; the majority being Burmese. The School opened with 36 pupils and the number has now increased to 89 with an average attendance of 51. All study both in English and Burmese. I have several times visited the School and have been well pleased with its working.

The infant class is a particularly interesting one and is extremely well conducted. Needlework is made an important study in the School and is well done. I think the success of this School gives fair promise of future success in the spread of Female Education among the Burmese.

Conclusion.

Looking then to the past working of this department and reviewing the present state of Education in the Province, two conclusions appear obvious. The first is that in comparison with other Provinces little has hitherto been accomplished towards the education of the people; while the agency employed to carry out even the present scale of operations is inadequate.

A glance at the Budget Estimates for Education, Science and Arts in each Province for the current year will show that the expenditure in this Province is less than that in Oudh (the nearest to it) by nearly a lakh of Rupees. The Estimate for British Burma is 1,60,800, for Oudh 2,20,000, for the Central Province 2,71,900.

The second is that, judging from present results, there is every reasonable prospect of success as soon as the work-

ing of the department can be extended under a more complete and better organized agency.

Excepting in a few remote districts there is a general call for education—and this call can only be answered by the establishment of Training Schools and other new Schools under the auspices of Government, (either as Government Schools or by Grants-in-aid) and by the institution of a proper inspecting agency. If funds are forthcoming for these purposes I have no fear for the result; but without a considerable increase of expenditure the work of the department must necessarily be at a stand still.

The Local Cess, of which an account is appended below, will help largely in the improvement of Vernacular Edcation, but for Schools of a higher class demands must be made upon Imperial Funds.

In anticipation of such demands I may remark that I am fully aware that the present expenditure from Imperial Funds upon education is in some quarters considered to be very large, and that a reduction rather than an increase of the total expenditure is to be looked for, but I think it is only reasonable that any necessary reduction should be made in the case of those Provinces which have long been provided with complete educational machinery, and that in the case of a newly organized department in a comparatively young Province the demands must necesarily be for a time great in proportion to those from older Provinces.

P. HORDERN,
Director of Public Instruction
British Burma.

RANGOON,
The 1st July 1868.

APPENDIX.

APPENDIX A.

No 54.

From

LIEUT.-COLONEL E. J SPILSBURY,
Deputy Commissioner, Akyab.

To

P. HORDERN, ESQ., B.A.,
Director of Public Instruction,
British Burma, Rangoon.

AKYAB, THE 22ND APRIL 1868.

I HAVE the honor to forward the Annual Report of the Akyab Government School for the year ending the 31st March 1868, agreeably to the request contained in your letter No. 108, dated Rangoon, the 27th February last.

Examiners.

The examination in English commenced on the 26th March and was conducted by Dr. White, Civil Surgeon; Captain C. A. Munro, Superintendent of Police; C. J. Brown, Esq, Collector of Customs; J. Hind, Esq, Assistant Commissioner, assisted by Mr Fell, the Head Master. The examination in Burmese was undertaken by Moung Shoay Taw, Tsitkay, and Ikram Allee, Akwoon-woon.

Tabular Statements.

The Tabular Statements and Returns are herewith appended.

Changes in the Establishment.

Thwine-jine, the 4th Teacher, who received a salary of Rupees 30 a month resigned his appointment to join the Police Department on the 26th of November last, and the vacancy was filled up by Mr. E L. Fell, who holds a certificate of having completed his education in accordance with the Minute of the Chief Commissioner dated 29th April 1863. Two of the Assistant teachers have resigned their appointments since the 1st January 1865, to join the Judicial and Police Departments, where the prospects of promotion are more encouraging and less remote than those in the Educational Department in British Burma.

Tuition Fees.

The Tuition Fees realized during the year amounted to Rupees 1,659½, being Rupees 131½ in excess of the preceding year. They now begin to form an important item in the re-

ceipts of the School, as will appear from the following statement, which exhibits a gradual increase of fees for the five preceding years :—

1863-64,	...	...	...	Rs. 889½
1864-65,	...	...	...	„ 1,077½
1865-66,	...	...	...	„ 1,374½
1866-67,	...	...	...	„ 1,528
1867-68,	...	...	...	„ 1,659½

The rate for tuition has continued unaltered since the 1st July 1864, and of the 175 students on the registers, 110 pay a Rupee and 65 pay half a Rupee a month each.

Conduct, health and attendance.

The Head Master informs me that the conduct of the pupils has been without exception becoming and respectful, and the general health tolerably good, one boy of the 2nd class aged 13 years died of Fever in December last. The average daily attendance for the year has been 143, and the number of absentees on account of sickness and other causes was 18 per cent or one boy in 5½. The absentees are principally from the junior classes. The pupils are in general neatly and cleanly dressed and tidy in appearance.

Teachers.

The Head Master, Mr. Fell, has I consider performed his duties very satisfactorily and appears to take a thorough interest in them. He reports favorably of the Assistant teachers who have performed their duties to the best of their ability.

The School building.

The School house is very old and not in a good state of repair. The accommodation it affords is quite insufficient for the number of students attending it. This circumstance has been yearly represented in the Annual Report of the School since the year 1862, without any remedy having been applied. It is however hoped that speedy arrangements will now be made to increase the accommodation so much required; many are excluded who would attend if they could be received.

Donations.

A list of the students recommended for Prizes is herewith annexed. No donations for prizes or other purposes have been received.

School furniture.

A great many of the desks, forms, tables and chairs are very old and irrepairable. An application for new furniture will be submitted on an early date.

The Library.

The Library is well furnished with books which are freely used by the students; no books were added to the stock during the year. The text books in English are periodically obtained from the Calcutta School Book Society, by the Head Master who acts as Agent for the sale of them. The books in Burmese are procured from the Mission Press at Rangoon.

The following is the result of the Examination of the several classes together with the remarks and observations of the examiners thereon.

Studies of the 1st Class 20 boys, average age 14-6 years.
English Prose Reader No. 4; 44 Lessons.
Do. Poetical Do. No. 2, 32 do.
Historical Sketches of Greece, Rome, England and British India.
Geography. Maps of Europe, Asia, Africa, America and British Burma.
Grammar. Etymology, Syntax and Parsing.
Arithmetic. Simple and Compound Proportion, Vulgar, and Decimal Fractions, Simple and Compound Interest, Discount, Partnership, Square Root and Mensuration.
Algebra. As far as Simple Equations involving one unknown quantity, inclusive of Problems.
Translation. From English into Burmese and *vice versâ.*
Composition. Paraphrasing poetry and answering historical questions in writing.
Writing. Copies.
Burmese. The whole of Ancient History.

Dr White remarks as follows :—

"In *Grammar* eight of the "ten boys who have studied the "subject acquitted themselves "creditably, the remaining two "indifferently.

"The *Reading* of the whole "Class consisting of 20 boys "with 3 or 4 exceptions was "fluent, the pronunciation "clear and the intonation dis-"tinct. They read with a ve-"ry correct accent to which "special attention has very properly been devoted.

"The *Spelling* was remarkably correct, and the *meaning* of the words and sentences were accurately rendered in English. The majority understood what they read.

"In *Geography* they appeared to be quite familiar with the principal "countries, cities, rivers, &c. of the four quarters and pointed them out very "readily on the maps. They envinced an intimate acquaintance with the "map of British Burma."

"In *History*" Captain Murno remarks "they answered the questions put to them very fairly. I am glad to be able to report that this Class has greatly improved since last year."

In *Arithmetic* and *Algebra* Mr. Brown observes "that this class is divided into two sections, the first of which contains 12 pupils who were examin-

ed in all the rules which they had studied. The questions given were promptly and accurately solved by all without exception, but more especially by Hla-Oung and Thwine Mra-Oung.

"In the second section, composed of 8 boys, there were not the same expertness and accuracy observable as was in the first section Master R. A. Fell, though rather slow, was invariably correct; two were very careless in their computations. Upon the whole the class passed creditably." On the subject of the translations Mr. Hind says "that two paragraphs, one in English and the other in Burmese, with which the students were not familiar were selected for translation, and they succeeded tolerably well in expressing the sentiments conveyed. The English translation contained a few grammatical and idiomatical errors, but they were free from errors of orthography.

"The Burmese translations, as was to be expected, were expressed in language more accurate than the English. "The handwriting" Dr. White says, "with 2 or 3 exceptions was very good and three specimens really beautiful. The copy books were neatly and cleanly kept."

Mr. Brown's remarks.—"In Arithmetic the students were examined in the 4 compound rules, reduction and the rule of three. They acquitted themselves very well in solving almost all the questions that were written out for solution."

Studies of the 2nd Class 29 boys.
Average Age 13. 7 years.
Æsop's Fables, 90 Selected Fables.
History of Bengal. 20 pages.
Geography. Map of Asia and part of Europe.
Arithmetic, the compound rules, Reduction and the rule of three.
Anglo Burmese Phrases. 48 pages committed to memory.

Dr. White's remarks.

Reading.—"About half the class read with fluency and distinctness, and the rest who joined the class a year ago did not acquit themselves so well. The *Spelling* was creditable and the *meanings* of words out of the lessons were accurately given in English by the majority. In *Geography* they were examined in the map of Asia, in which they did tolerably well. In *Writing* the majority give evidence of turning out very good penmen in time, although a few write carelessly."

Mr. Hind's remarks.

"The *English* and *Burmese sentences* read out for translation orally were chiefly colloquial, and they appear to have been thoroughly exercised in them In this very important branch of study they passed a very satisfactory examination."

Captain Munro says "that this class contains 32 boys of whom 29 were present. In Reading and Spelling the senior boys acquitted themselves very well, but not so the junior. I consider that this class may fairly be divided."

Studies of 3rd Class, 32 boys. Average age 13-2 years.
Prose Reader No. 2. 32 Lessons and 10 pages committed to memory.
Arithmetic. From Simple Division to Compound Multiplication.
Writing. Copies.
Burmese. Win-thoon-lah, the whole of Selection I.

In Arithmetic they partially failed in working questions in Compound Multiplication, but in Long Division and Compound Subtraction the result was very satisfactory. The writing on slates was very good. In five of the slates the letters were neither properly formed nor well corrected."

Mr. Fells remarks.

"There were 19 boys present. In Reading they pronounced correctly and observed their stops.

"The *Spelling* was satisfactory and they understood what they read. They gave Burmese meanings to the difficult words which occurred in their lessons.

Studies of the 4th Class, 20 boys, average age 12-1 years.
English Prose Reader No. 1. 102 pages.
Colloquial pieces. 21 pages.
Arithmetic. The first three Compound Rules.
Writing. Text and half text.
Burmese. The whole of the Childs' Book on the Soul.

"In *Arithmetic* some of the boys are fully equal, if not superior, to the best in the 3rd class. Two or three did not show proficiency in their Multiplication Table, as far as 16 times. Their *Writing* was very neat, and it was suggested that they be exercised in writing small hand copies."

Mr. Fell writes of this class as follows :—

"There were 17 boys present at the examination. Their *Reading* though not so distinct as the 4th Class was pretty fair. The boys at the bottom read rather indistinctly, but comprehended and translated correctly what they read. Their *Spelling* was correct and the *Meanings* of words in Burmese were given with accuracy.

Studies of the 5th Class, 19 boys, average age 11-5 years.
English Prose Reader No. 1. 82 pages.
Arithmetic. The 4 Simple Rules.
Writing. On slates.
Burmese. The whole of the Childs' Book on the Soul, Part I.

"In *Arithmetic* they worked questions in the 4 elementary rules with a fair degree of accuracy. In *Writing* they were exercised in the combination of letters which were well formed."

Moung Shway Taw examined this class and reports as follows —

Studies of the 6th Class, 12 boys, average age 9 1 years.
English Prose Reader No I. 17 pages.
Anglo Burmese Spelling Book, the whole.
Arithmetic. Numeration, Addition and Subtraction
Burmese. Book on the Soul,

"The students read with a little hesitation and moderate accuracy, but in their Spelling book they passed a very good examination. They do not understand the questions put to them in English In *Arithmetic* they were exercised in Numeration of 9 figures as also in Addition and Subtraction; the latter they did not know correctly. In *Writing* figures and joining 2 or 3 letters they are making very good progress.

Ikram Allee's remarks —

Studies of the 7th Class, 43 boys, average age 8-3 years
Spelling Book Various parts.
Arithmetic. Numeration and Addition
Burmese Pictorial Reader, various parts.
Writing on slates.

"This is a very large class containing 43 boys who form a fourth of the number attending the School. It contains some very young and promising lads who seem very eager to acquire a knowledge of English. They have studied various portions of the spelling book in which they are making very reasonable progress; but some of them pronounce very indistinctly. About 35 boys can work easy sums in Addition and the rest are getting on with Numeration of 4 or 5 figures. They are just beginning to write letters and figures on slates. The teacher, Mraphaway, is indefatigable in his exertions to advance the students under him."

Vernacular Examination.

The Examiners in Burmese expressed themselves highly satisfied with the progress of all the classes, but more especially of the 1st and 2nd, which were more advanced in their studies.

General result of the Examiners.

In conclusion, the Examiners record their perfect satisfaction at the general result of the examinations, which they consider very creditable to the teachers and the boys.

I have the honor to be,
Sir,
Your most obedient Servant,

E J. SPISLBURY,
Deputy Commissioner.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA,
RANGOON.

DATED KYOUK-PHYOO, 2ND APRIL 1868.

IN conformity with your letter dated the 28th February last, I have the honor to submit my report upon the Ramree Government School for the year 1867 to 1868.

2. I have to state that during the period under review an examination of the School took place on the 21st and 23rd December last, by Mr. Ireland, late Deputy Commissioner, assisted by the Civil Surgeon Dr. Thomas, the Tsetkay, Moung Shoay Dykay, and Htoon Aye, the Court Clerk. The papers showing the result of the examination have already been forwarded to you by Captain Plant, and I exceedingly regret that Mr. Ireland, who took a very active part in conducting the examination, was too ill to make his report.

3. Prize books to the value of Rupees 80 were distributed by the examiners after the examination to the most deserving boys of each Class.

4. From the Statements that accompany this report it will be seen that the number of pupils at the commencement of the year was 108, the admissions 42, and the withdrawals 38; while the number on the rolls at its close was 112, and the average daily attendance during the whole period was 90 0325.

5. The Schooling Fees collected during the year amounted to Rupees 318. The expense for teachers was Rupees 3,408, which, apportioned among the number of pupils in daily attendance gives an average of Rupees 37-0-6 as the annual cost to Government for the tuition of each pupil.

6 There is no difficulty in obtaining School books, as I always get a supply from the Calcutta School Book Society.

7. The School was visited during the year by Captain Watson and Mr. Ireland, late Deputy Commissioners, the Civil Surgeon, Dr. Thomas, the Rev. Mr. Walshe, Minister of Akyab and Kyouk-Phyoo, Captain Plant, the Deputy Commissioner, and Colonel Stevenson, Commissioner of Arakan, whose remarks I took the liberty of submitting on the 16th ultimo for your kind and favorable consideration.

8. The present School room is too small for the number that daily assemble,—the noise occasioned by so many classes reciting at the same time causes too much interruption to the teachers.—I would therefore ask the liberty of suggesting that the School house be enlarged and undergo some alterations by having a verandah on each side, and that venetians be put up, as there is nothing at present to keep the heat out without impeding the circulation of the air. I think it would be needless for me to say anything about the state of the building, as the Commissioner himself has given his opinion on the subject.

9. There were no changes in the Establishment of the School, but slight alterations took place in the arrangement of the Classes since the re-opening of the School after the Christmas Holidays.

The 1st Class, which now consists of 12 boys, is divided into 2 sections, viz. Division A. or the Monitorial and Section B. Both sections follow the same course, but the pupils of the former have lessons on the system of teaching, and practice the same in the lower classes. I have adopted this plan with a view to their being eventually qualified for teacherships, and hope it will meet with your approbation.

10. The following are the subjects taught in the different clsases :—

1st Class.

English Prose, Poetry, Grammar, Paraphrasing, Parsing, Writing, Dictation, Translation and Composition, Geography, General; Brief Survey of History, Arithmetic and Euclid,—(Algebra will be introduced very shortly in this class.)—Burmese Thoodamatsaree and Dictation.

2nd Class.

English Prose, Grammar, Parsing, Writing, Dictation and Translation, General Geography, Slate and Mental Arithemtic—Burmese, Thoodamatsaree and Dictation.

3rd Class.

English Prose, Grammar, Parsing, Writing, and Dictation, General Geography, Mental and Slate Arithmetic,—Burmese, Thoodamatsaree and Dictation.

4th Class.

English Reading, Grammatical Primer, Geography, Writing and Dictation, Slate and Mental Arithmetic; Burmese, Thoodamatsaree and Dictation.

5TH CLASS.

English Reading, Writing and Dictation, Slate and Mental Arithmetic, Geography through the medium of Burmese. Burmese Thoodamatsaree and Dictation.

6TH CLASS.

English Reading, Spelling, Writing, Mental Arithmetic and Numeration, Burmese Book on the Soul, Part 1, and Writing.

7TH CLASS.

English Spelling, Writing, Letters and Figures on slates, Burmese Book on the Soul, Part 1, and Writing on slates.

11. It may perhaps be interesting for you to know of the success of those who were trained in this Institution, and who are now in Government employ. The annexed is a list of them, as far as could be ascertained, which I beg to submit for your inspection.

12. In conclusion, I beg to say that the general conduct and health of the pupils have been very good, and I have much pleasure in adding that my Assistants have been mindful of their duties, and regular in their attendance. Shoay Eikaye, the 2nd Master in particular, has given me the greatest satisfaction.

I have the honor to be,

Sir,

Your most obedient Servant,

H. MARGENAUT,

Head Master Government School,

Ramree.

LIST.

Names.	Situation.	Locality.	Monthly Salary.
Eshun Chunder, ...	Accountant, ...	Kyouk-Phyoo,	Rs. 100
Moung Youkaý, ..	Local Writer, ...	do. ...	„ 50
Htoon Aye, ...	Court Clerk, ..	do. ...	„ 75
Htoon Hla, ...	Jail Clerk, ...	do. ...	„ 40
Mahomed Nesáb, ..	Jailor, ...	do. ...	„ 50
Htoon Hla, ...	Head Constable, ..	do. ...	„ 65
Shoay Eikaye, ..	2nd Master, Govt. School,	do. ...	„ 50
Shoay Wing, ..	3rd do. do. ...	do. ...	„ 25
Moungoolah, ...	Pundit do. ...	do. ...	„ 30
Shoay Tha, ..	Police Writer, ..	do. ...	„ 11
Thoon Oungway, ...	Duftery, ..	do. ...	„ 8
Shoay Oo, ...	Nazir, ...	do. ...	„ 35
Tha Thoon Oung, ..	Thoogyee, ...	do. ...	
Bola, ...	Volunteer in the Deputy Commissioner's Court, ...	do. ...	
Moung Zein, ...	Do. ..	do. ..	
Buxoo, ...	Do. ..	do. ...	
Ahmed Ali, ...	Vaccinator, ..	do. ...	Rs. 25
Quengyan, ...	Do. ...	do. ..	„ 10
Shoay Taw, ...	Tseetkay, ..	Akyab, ..	„ 250
Hatim Hosein, ...	Court Clerk, Comr.'s Court,	do. ..	„ 150
Nadir, ...	Head Constable, ..	do. ...	„ 65
Ebra Malee, ...	Revenue Collector, ...	do. ..	„ 150
Moung Glay, ...	Treasurer, ...	do. ...	„ 80
W. Savage, ...	Licensed Pleader, ...	do. ..	
Chora Oung, ...	Serjeant, ...	do. ...	„ 20
Shoay Thoo, ...	Writer, Commr.'s Court, ...	do. ..	„ 25
Loo Boo, ...	Writer, ..	do. ...	„ 40
Shoay Kha, ...	Court Clerk, ...	Sandoway, ...	„ 75
Mra Tha Oo, ...	Head Constable, ..	do. ...	„ 65
Moung Htoon, ...	Jail Clerk, ...	do. ...	„ 40
Shoay Weng, ...	Head Constable, ...	do. ...	„ 65
Gna Toh Shway, ...	Myo-oke, ...	Ramree, ...	„ 120
Gna Toh, ...	Writer, ...	do. ...	„ 20
Moung Kra Oung,	Surveyor, ...	do. ...	„ 50
Shada Shib, ...	Writer, ..	Prome, ..	„ 50
Shoay Weng, ...	Head Writer, ...	Toung-oo, ...	„ 120
Shoay Weng, ...	Writer, ...	Bassein, ..	„ 70
Khit Twayo, ...	Do. ..	do. ...	„ 50
Henry, ...	Port Clerk, ..	do. ...	„ 100
Shoay Bueng, ...	Myo-oke, ...	Shwé-gyeen,	„ 100
Solomon, ...	Writer, ...	Rangoon, ...	„ 50
Moung Gyaw, ...	Surveyor, ...	do. ...	„ 50
Shadoo, ...	Writer, Telegraph Dept. ...	Pabroo, ...	„ 50
Shoay Mhone, ...	Head Constable, ...	Pegu, ...	„ 65
Chein Loon, ...	Pleader, ...	Cheduba, ...	
Tsein Ban, ...	Head Master, Government Grant-in-aid School, ...	Ramree,	Rs.

H. MARGENAUT,

Head Master,
Ramree, Government School.

COPY OF REMARKS MADE BY THE COMMISSIONER OF ARAKAN ON THE GOVERNMENT SCHOOL OF RAMREE, UNDER DATE THE 14TH MARCH 1868.

I visited the School this morning in company with the Deputy Commissioner, Captain Plant, who assisted me in a general examination of the boys, which embraced Reading and construing English and Burmese, Writing, Arithmetic and Geography.

The following is the result of my observations :—

1. The general appearance of the Masters and boys as a School is very good.

2. Mr. Margenaut is undoubtedly an intelligent and well qualified Master, and I am quite satisfied that he carefully and zealously carries on his duties. The Masters under him appear to be good and efficient; for which much credit, is in my opinion, due to him. They are a particularly respectable and intelligent looking set of men.

3. Judging from the ages of the boys and from a comparison with the many other Schools with which I am well acquainted in the Pegu and Tenasserim Divisions, the knowledge of the boys is good. Generally in Arithmetic they will bear comparison with most Schools; and in Geography they are up to the average of the Schools of this class in British Burma. The handwriting of the boys, especially in their vernacular, is very good.

4. The School is large considering the size of the Town, which numbers only 3,590 inhabitants. The accommodation for the average number of daily attendance which is about 90 (while the number on the books is 112) is insufficient. The building contains only 3 rather large rooms, and as the School master is housed in the building, both he and the School are insufficiently accommodated. I very much regretted to find that the building was very much out of repair. It is in a condition discreditable to us as a Government School. I particularly noticed the bad state of the floor in the larger School-room and the ceiling cloth in the centre room—a well seems also to be much wanted.

5. A fee of 4 annas only is paid by each boy in this School. In Prome and Maulmain it is 1 Rupee. 12 annas at least would not be too high here.

6. The salary of the Head Master is only Rupees 150. I see no reason why he should not be allowed the same salary as the Master of the Akyab, Maulmain and Prome Schools. It is a flourishing School with a tendency to grow, and on personal grounds, I find from the recorded remarks of the Local Officers, that Mr. Margenaut is fully entitled to prefer-

ment on an increase of pay. The pay of the Peon and Sweeper is Rupees 5 each. The Peon should get Rupees 8.

7. I addressed the School in English and Burmese and gave such counsel to the boys as I thought might be useful.

8. I shall submit a copy of these remarks to the Chief Commissioner of British Burma, and I suggest that Mr. Margenaut should transmit a copy to his immediate superior, the Director of Public Instruction, whose attention I take the liberty of requesting.

No. 19.

REPORT OF THE MAULMAIN GOVERNMENT SCHOOL FOR THE YEAR 1867, ENDING IN MARCH 1868.

SECTION I.

STATISTICS.

* * * * * * *

The number of pupils on the rolls for January 1867 was 113, the average attendance was 88. The number on the rolls in January 1868 was 162, the average attendance 113; on the last day of March the number on the rolls was 167, average attendance was 130. The number on the rolls and the daily attendance have been steadily increasing every week and every month.

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3. Since the establishment of this School in the month of March 1835, there has not been either the same number of pupils or such a steady increase of attendance daily.

* * * * * * * *

SECTION III.

THE CAUSES OF IRREGULAR ATTENDANCE.

8. While on this subject, some of the causes of the irregular attendance of the boys should be mentioned. Among the majority of the religious communities of English children, there are but few feasts to draw away the youths from attending Schools pretty regularly, but with the Hindoos and Burmese these feasts and periodical visits to the shrines of their deities interfere very much with their children's regular attendance.

9. Besides these, the lads are more frequently sick, owing to their habits of living; they and their parents know very little of the laws of health

and pay very little attention to the regularity of their meals, or the quality of the food taken. Hence the boys are constantly absent from fever, head ache and diarrhœa, which may be set down as endemics in Burma, and naturally prevalent among people of such habits and knowledge anywhere.

10. Apart from the above causes, the boys are precocious in their ideas, and the elder lads are not so much under control as English youths, and hence stay away from School whenever it suits their inclination, sometimes with easy consent, and very often without the knowledge or will of their parents. As the Director of Public Instruction has so prominently referred to this, on which information is sought, I have reported rather fully on the causes of a decrease of attendance in this and other Native Schools generally. This is also a considerable source of discouragement to Masters of such Schools, and is seldom noticed in Educational Reports as a subject of some importance.

* * * * * * * *

Section IV.

Change of the Head Mastership.

12. On the 19th of Decemcer 1867 the present Head Master was appointed by Government in lieu of R. Redpath Esq. who fills another appointment under Government, in the Police; and on the 27th of December took charge of the School; and on the 6th of January 1868 entered upon the active duties of the School, when it re-opened for the year.

Section V.

State of the School Buildings.

13. This School was established in March 1835, and the premises must have been built some time previous to that year, their present condition will be better known and described when it pleases Government to appoint an official survey in due time. Suffice it to say that the buildings are 33 years old and have outstood a whole generation, with only the usual annual whitewash.

Section VI.

The supply of Books.

14. The system hitherto in force for the supply of Books was attended with considerable delay and inconvenience, and must have sadly impeded the satisfactory working of the Institution; but the Chief Commissioner, on

a fair representation of the subject, * * *

* * * * * * * *

has promptly sanctioned other arrangements, which will be carried out at once, and meet all the increasing wants of the School.

Section VII.

The Books used in the School.

15. The Books used in the School during the past year were as follows:—

I. In the First Class.

(1) McCulloch's Course of Reading.
(2) Lennie's English Grammar.
(3) Stewart's Geography.
(4) Carpenter's Spelling Assistant.
(5) Chambers' Arithmetic.
(6) Translation of easy sentences into Burmese from "Lessons and Common Things," Chambers' Course.

II. In the Second Class.

(1) Chambers' English Reader.
(2) Lennie's Grammar, Etymology.
(3) Stewart's Geography—Europe and Africa.
(4) Chambers' Arithmetic—Fractions, Simple and Compound Proportion.
(5) Translation as above with the First Class.

III. In the Third Class.

(1) Lesson Book on Common Things.
(2) Lennie's Grammar.
(3) Carpenter's Spelling Assistant.
(4) Stewart's Geography.
(5) Arithmetic, similar to the 2nd Class.

IV. In the Fourth Class.

(1) Rudiments of Knowledge.
(2) Mavor's Spelling Book.
(3) Introduction to Grammar—Etymology.
(4) Introduction to Geography—Definitions.
(5) Arithmetic, the four Simple Rules.

V. In the Fifth Class.

(1) Simple Lessons.
(2) Mavor's Spelling Book.
(3) Arithmetic as above.

VI. In the Sixth Class.

(1) Mavor's Spelling Book.
(2) Tables.

VII. In the Seventh Class.

(1) Mavor's Spelling Book.
(2) ——

The other Classes from the VIIIth to the IXth have used the 1st and 2nd Reading Book, during the year, and the Xth, or last class, are beginners, who are learning the Alphabet.

16. The Books used in the School might be exchanged for a more graduated series of works, more suited to the capacities of the Burmese youths, and better adapted for the grand object of conveying the information through their language.

Section VIII.

The General Conduct of the Boys.

17. The usual Examination of the School took place on the 20th of December 1867, presided over by Colonel D. Brown, the Commissioner; Captain H. Browne, the Deputy Commissioner; R. Hannay, Esq., the Honorary Magistrate; the Rev. Father Guerin, R. Rawlings, Esq., and several other gentlemen were present.

The Commissioner expressed himself as satisfied with the examination and the progress made by the pupils during the past year.

18. As the present Head Master of the School, I have spared no pains in making myself acquainted with the details of this Institution, in all its departments; I have commenced and hope to mature plans which will put the whole working of the machinery of education in this School on such a footing as to secure all reasonable success.

The notions about the incapacity of the Burmese boys are not sound.

Since I have taken charge of the School, I have found the boys capable of any reasonable amount of improvement; I have established perfect discipline; and the boys are as orderly and atteutive as English lads would be, considering the many disadvantages the Burmese youths have to contend against.

They come to School cleanly and neatly dressed, keep to their places, address each other with civility, and study their lessons with care.

These are the results of only some 3 months' instruction, and it would be unsafe to say more.

The Teachers of this School are working hard, but more are sadly wanted.

The Assistant Master, Mr. Broadfoot, has already put himself under instruction, and a more eager and gentlemanly student I could scarce find; he is going through a course of reading in History, Exercises in Composition and Latin. He spends an hour every day, from 12 to 1, with the Head Master, in these studies. With the formation of the class for the training of the lads for the D P W, I intend forming a Teacher's class on the Normal system, as soon as I can procure the necessary Books; and hope in the next Report to give a full account of these two classes.

W. THOMPSON,

Head Master Government School,

Maulmain

To

CAPTAIN C. W. STREET,

Deputy Commissioner, Prome.

PROME GOVERNMENT SCHOOL, THE 1ST APRIL 1868.

I BEG to submit the Annual Report and Returns of the Prome Government School for the Financial year 1867-1868, ending March 31st.

At the end of the preceding year, viz. March 31st 1867, there were on the rolls 47 pupils, of whom 28 have left the School during the year and 39 have entered it, so that at the end of the year just closed there remained on the rolls 58 pupils divided into six classes, as follows.—

Classes		Number.	Average age
1st Class,	..	10	12 17.
2nd do.	..	8	11·77
3rd do.	...	7	10 11
4th do.	...	9	11·44
5th do	..	10	10 60
The unclassed Pupils,	..	14	10 71
Total .		58	11 133

Of the 28 pupils who left the School during the year 9 entered Burmese Monasteries as Shin-tha-ma-nay (Budhist Acolytes), 11 removed to Thayet, Rangoon and other places with their friends, 2 became traders, 3 died, and 3 returned to School after an absence of some months.

The First Class consisted of ten pupils, 7 of whom were new accessions from the 2nd Class of the previous years, and the other 3 were those who were present at the Annual Examination in 1866.

The studies of the class are—

Reading.	...	Anglo-Burmese Reader (Tables)
Dictation.	...	English Sentences (simple and compound)
Translation.	...	The above put in Burmese.
Grammar.	...	Verbs.
Geography.	...	Asia.
Arithmetic.	...	Compound Rules of Multiplication and Division, Reduction and Simple Proportion.
Writing.	...	Large and small hand text on paper.

The Second Class consisted of eight pupils who formed the 3rd Class of the preceding year. Their studies were—

Reading.	...	Nelson's Series No. IV.
Spelling.	...	Mavor's and words from the Reading.
Dictation.	...	English Sentences.
Translation.	...	The above put in Burmese.
Arithmetic.	...	Simple and Compound Rules of Addition, Subtraction, Multiplication and Division.
Writing.	...	Large and small hand text on paper.

3rd Class. The Third Class which consisted of seven pupils was studying

Reading.	...	Chambers' Simple Lessons.
Spelling.	...	Mavor's and words from the Reading.
Dictation.	...	Short English Sentences.
Translation.	...	The above put in Burmese.
Arithmetic.	...	Numeration and Simple Rules of Addition, Subtraction, Multiplication and Division.
Writing.	...	Large hand text on paper.

4th Class. The Fourth Class consisted of nine pupils and was studying

Reading	...	Simple Lessons (Chambers')
Spelling.	...	Mavor's words from the Reading.
Dictation.	...	The same as the above Class.
Translation.	...	
Arithmetic	...	
Writing.	..	

5th and 6th Classes.

The Fifth and the Sixth Classes consisted of twenty-four pupils in all, and were engaged in reading and spelling words of one syllable, writing letters and figures on slates, and in the Alphabet.

The Books used in these Classes were the Eastern Primer No I and II, English Spelling No I and II, and the Them-bong-gyee.

Lecture

On the 24th of October last I gave a Lecture in the Burmese language on the "Progress of Arts and Sciences." There were about 400 Burmese men and women and 15 head Phoongyees present, besides pupils of the School and most of the European inhabitants of the Station.

An Examination.

The Annual Examination of the pupils was held on the 20th December, when the Deputy Commissioner, Captain Watson, presided There were present on the occasion Mr. Dunn, the Executive Engineer, Dr. MacDonald, the Civil Surgeon, Mr. Klusmann, the representative of the Firm of Todd, Findlay & Co., and Rev. Messrs. Simons and Stevens, American Baptist Missionaries, with a number of parents and guardians of the pupils of the School Most of the gentlemen who were present very kindly took part in the examination. Of the fifty-six pupils on the rolls 48 were present. The rest were absent from sickness and other unavoidable circumstances.

The First Class read two pages of Nelson's School Series No. IV. English, and explained in Burmese the subject of their reading with great readiness, and also wrote from dictation about twelve or fifteen lines in English with correctness.

In Geography the pupils answered questions put to them and pointed out places on Maps with promptness In Arithmetic they were examined in the Rules of Reduction and Proportion A good knowledge of this branch of study was evinced by the pupils of this class.

The Second Class was examined in reading English and in translating it into the Vernacular. The pupils were also examined in Arithmetic. In all these branches they showed a considerable proficiency.

The Third, Fourth and the inferior Classes were also examined in their respective courses of studies.

The Examination lasted for about four hours, and its result was pronounced by the President to be "very satisfactory, especially in Dictation and Arithmetic."

At the conclusion of the Examination the President distributed "Prize Tickets" to some of the pupils to whom Prizes are to be awarded on the arrival of the Books from Calcutta. They have been selected for general improvement, regular attendance and good behaviour.

I have the honor to be
Sir,
Your most obedient Servant,

STEPHEN M. McKERTICH,
Head Master.

REPORT ON THE MAULMAIN TOWN SCHOOL FOR THE YEAR 1867-68.

This School is situated in a central part of the Town and is surrounded by a spacious compound. It was established for the education of the European, Anglo-Burman and Eurasian children (boys and infants) of the community, and has been well supported by those interested in its progress.

The course of instruction embraces such subjects as are usually taught in English Middle Class Schools.

The School hours are from 90-30 A. M. to 4 P. M. during 5 days of each week, from 12-30 to 2 P. M. being allowed to tiffin and recreation.

The Establishment consists of an Euglish trained and Certificated Head Master and Mistress, an English Assistant Master, and Female Assistant Teachers.

The income is derived from School Fees, Government Grant-in-aid, Subscriptions, &c.

The average number of pupils was 115. The expenditure Rupees 10,798-11, or an average monthly outlay of less than Rupees 8 per child.

Owing to a number of families having left the town to proceed to England or to reside in Rangoon, and also to a number of the senior scholars having left the School at Christmas, the number of pupils slightly decreased during the year; there are at present 56 boys and 54 girls in the School.

The Managing Committee was the same as in 1866-67 with the exception of two new members, who were selected to fill the vacancies caused by the retirement of two members of the old Committee.

The Establishment has been strengthened by the return to her duties in renewed health of the Head Mistress, who had been compelled by serious sickness to visit England in May 1866. The Senior Assistant Mistress, who had taught in the School from its commencement and was much appreciated, died after a short illness in January last.

The School buildings are light and cheerful, well ventilated and in good repair.

The School is now well supplied with Books, Furniture, and Apparatus, but the want of a class-room sadly militates against the extended and effective use of the latter.

The children have been most orderly and attentive to their work. The great interest they take in their School and studies is evinced by the remarkable regularity of their attendance. Example. From January 1st to December 31st 1867 there were 216 School days, the average number of pupils on the Books being 118, out of that number 3 attended 216 days without being absent once, 42 attended from 200 to 215 days, 38 from 175 to 200, and 17 from 150 to 175 days. The average number of days attended by each child present at all during every School week of 5 days being 4·7 days throughout the year.

Sickness was more prevalent among the pupils than during the preceding twelve months—but the general health of the scholars was good.

A class was formed for the study of Practical Geometry, and one or two subjects which had been proviously taught in the upper classes only were introduced among the lower.

The Infant Class, which was established in January 1864, has been most successful and has proved a valuable preparatory department.

During the year 1867 a few friends to the welfare and continuance of the Institution feeling that its stability and efficiency were materially impaired by the precarious monthly tenure upon which the premises were held, purchased the property, and erected suitable sheds over the separate play grounds

for the boys and girls, at a cost of Rupees 6,000; and intimated in writing to the Commissioner that they had merely done so to ensure the permanency of the School, until the Committee or Public could reimburse the outlay; an effort is therefore now being made to raise such a fund as will, when aided by a Special Grant from Government, purchase the property.

J. HENRY GILBERT,
Head Master.

RANGOON DIOCESAN SCHOOL REPORT FOR THE YEAR 1867-68 ENDING 31ST MARCH 1868.

The condition of the Schools during the year under report was on the whole satisfactory. The number of pupils in the Boys' School shows an increase of from 39 at the end of 1866-67 to 49 at the close of 1867-68. In the Girls' School the increase has been larger from 19 to 43. The increase in the latter School is owing principally to the fact that at the close of the previous year it had been re-opened under the present Mistress but 3 months before; it has been attaining its normal dimensions during the present year. Both the Schools may now be considered to embrace the great bulk of children resident in Rangoon, for whose benefit they were originally founded. The number of children of this class, of an age to go to School, is not as large as might at first sight be expected. This is attributable to the comparatively recent origin of this place as a European settlement, while there are a large number of infants and young children who by and by may be expected to resort to these Schools, and to cause a steady but gradual increase in the numbers under education—the children of 10 years old and upwards are proportionately few. The number of boarders from the outstations of the Province does not as yet realize the expectation of the Managers.

2. There have been no important changes during the year reported on in the Establishment or management of either School. In both considerable difficulty has been found in providing suitable Assistant Teachers. After trying Soldiers of the European Corps stationed here in this capacity for some time, it was found that though in other respects highly satisfactory, the regularity of their attendance was so interfered with by their Military duties, that the arrangement did not answer. A young man, born and educated in India, has been acting as Assistant since January 1868, but we need another and more highly qualified person. In the Girls' School, a widow lady an old resident in the Town has filled the position of Assistant to Miss

Williams since December 1867, she had never previously been engaged in education but seems to give satisfaction.

3. The School building has been kept in very tolerable order during the year. If the finances of the School admitted, there are many improvements and repairs the Board would desire to make in the Boys' School.

The Girls' School was held in a hired house in the Town, the Board having been unable to commence building a Girls' School on their own land. The supply of Books and School requisites has been regular and ample. They were partly to the extent of Rupees 450 obtained from England from the National Society, and partly to the extent of Rupees 600 from Calcutta, Madras, &c.

4. The general health of the boys has been good. Rangoon is unquestionably a healthy place for children. As to the general conduct and behaviour of the boys I have to report most favorably. I may conclude by quoting the remarks made by the Bishop of Calcutta on his visit in May and June last to this Station.

(Extract from School Visitors' Book.)

May 31 1867. "Visited the Diocesan School under Mr. Preston and was much pleased with the religious and secular acquirements of the children. The tone also and manners of the pupils were remarkably good—altogether the School did the greatest credit to the Teachers."

(Sd.) R CALCUTTA.

(Extract from Church Record Book)

"The Diocesan School under Mr. Preston was also examined by me. It is a really admirable School. There are about 50 boys. Their proficiency in general knowledge, in drawing, music, &c. was remarkable. The goodness of this School ought to be more generally known. The discipline and tone of the Scholars were also very good."

(Sd.) R. CALCUTTA.

"I omitted to say that I also examined Miss Williams' School and that it was in good order, and the pupils well taught and ladylike in their tone and manner."

(Sd.) H. W. CROFTON,
Secy. to the School Board.

S. P. G. MISSION SCHOOLS IN PEGU DIVISION.

Boys' School, Rangoon.

The Central S P. G. School called St. John's Mission School was begun by me under the direction of Bishop Cotton in March 1864. We begun in the only house then available, one at Alone-yua, situate 2½ miles from the Main Wharf. The Burmese at a Public Meeting held in the house of Extra Assistant Commissioner Moung Nagau subscribed Rupees 750 to the School, and the English residents gave warm encouragements and very liberal help.

In December 1864 illness compelled me to go to England whence I returned in March 1866. During my absence the Mission and School were under the charge of Rev. C. A. Berry, who left on my return.

In April 1866 we removed the School into the house at present occupied by it. In the same month the Rev. John Fairclough and Mr. R. Rawlings, a Certificated School Master, joined in the work.

In May 1867, C. Warren, Esq , of St. Augustine College, Canterbury, relieved Mr. Rawlings who went to Maulmain, to which station Mr. Fairclough was shortly afterwards transferred.

Attendance.

During the first year of the School's existence, i. e. to March 1865, there entered the School,				243	boys.
Second year,	...	...	...	110	„
Third year,	...	...	...	216	„
Fourth year,	...	...	...	179	„
Total number admitted				738	boys.

But it is very difficult indeed to give averages of attendance and the statistics of our School with reliable exactness. It is difficult to know when a boy really leaves School. Often a boy asks leave of absence to go to the jungle or to Bassein, Maulmain, &c. He overstays this and his name is struck off the rolls, when perhaps on the following day or so he returns. This is frequently the case. Great exertions are used by us to ensure regular attendance on the part of our pupils, but it is a hard task. A fine of one anna is inexorably levied on all boys absent without leave. It worked well for a time, but the plan is now I think losing its effects.

We now go round as often as we can, each teacher taking a district, and we see the parents and try to persuade them of the necessity for punctual and regular attendance of their children. But *their* irregularity is our

greatest difficulty. Every feast, funeral, name-giving, &c, keep the boy away for 2 or 3 weeks, so that his total of days at School is very short and our work very hard.

Boys.

All native boys have been admitted, so that we have Burmese, Chinese, Mussulman, Hindoos, Shans and a few East Indians. With six exceptions we have refused to receive English children, but we have recently determined to open the School to all applicants who comply with our terms and regulations.

Ages.

The ages of the pupils have ranged from 6 to 22.

The primary object of the School is to teach Christianity. That is most plainly declared to every person bringing a child for admission. The Burmese name of the School is the "English Christian School"

Seven hundred and thirty eight boys had been admitted up to March 14th last, and no parent had ever raised the least objection to our teaching his son christianity, though several of our boys had been baptized.

The School is invariably open and closed with Prayer and reading the Holy Scripture in English and Burmese. The course of study includes Reading and study of the Holy Bible, English language, Burmese translation, Geography, Grammar, Writing and Composition, Letter Writing and Commercial preparation, Euclid, Algebra and Mensuration, Drawing and Latin.

The hours of study are from 9 to 3-30, except on Saturday when from 9 to 12-30.

Home Lessons are given to every boy in the School, and to encourage their proper preparation of them classes are held by me in the houses of boys in the town, four evenings a week from 6-30 to 8-30. All the boys in the neighbourhood are assembled and the parents supply lights, tables, &c. &c., and take great interest in the progress of their children. It is only one of the many means which we must use to show that we are thoroughly in earnest and wish them to be so too.

Staff of Teachers.

Our present staff consists of C. Warren, Esquire, (of St. Augustine College), who is about to be ordained, and six pupil-teachers, viz., 1 Madrassee, 1 Armenian, 2 East Indians, 2 Burmans—the School being under my superintendence as Principal.

Our pupil-teachers receive instruction from us as well in School subjects as in the theory and practice of teaching.

Boarding School.

Connected with the School is a Boarding School consisting of 5 pupil-teachers and twenty-five boys whose parents reside in Moulmein, Prome, Myan-oung, Bassein, Pantanaw, &c. &c. The boarders pay Rupees 9 per mensem each; this includes board, tuition, light, washing, medicine and medical attendance. The accommodation for boarders consists of separate study room, with good libraries, lofty and well ventilated bed rooms and dining room. Each boarder is required to have a cot (cost Rupees 14) and a musquito curtain, and a spoon and fork. Their day is as follows:—

A. M.	5-30.	Rise.
	6	Prayer, &c. in Burmese.
	6-15 to 7	Lesson with Principal in his room.
	7 to 7-30	Private study.
	8	Breakfast.
	8-45	Inspection by Principal of bed, person, box, &c.
	9 to 12	School work.
P. M.	12 to 12-20	Play.
	12-30	Class 1, Lesson in Science by Principal.
	1 to 4	School work.
	4 to 5	Play.
	5	Dinner.
	0-6-30	Play.
	6 to 8	Private study.
	8	Religious Instruction and Prayers.
	8-30	Bed.

Every boarder is required to have at least eight annas a week as pocket money. Those who have friends in Rangoon are allowed to visit them on Saturdays from 1 to 6 P. M.

Both Missionaries S. P. G. live in the Mission School-house, and so at present does the Town Chaplain, Rev. W. West, who takes some part in the instruction.

Discipline.

Rewards of Books, &c. are distributed publicly annually, the award being made on the number of good marks (which are carefully registered every day) throughout the year. We do not believe in Public Examinations and therefore do not have them. Lazy boys are fined so many marks or have extra lessons given to them out of School time. Corporal punishment is not dispensed with—it is resorted to as seldom as possible, and is inflicted only by the English Masters.

A Gymnasium consisting of giant-stride, swings, see-saws, vauling horse, parallel bars, &c., has been erected by private subscription and is much used by the boys. Being erected under the shade of the trees it can be and is used all day long.

Ex-pupils furnished with Certificates from the Missionaries are now doing well in nearly all the Mercantile and Government Offices in Rangoon, and they keep up a kind connexion with their old School.

Girls' School.

Several attempts have been made by S. P. G. to educate Burma girls but they all failed for want of a suitable Mistress. In 1865 the Society was fortunate enough to engage the services of a lady with special qualifications for this work, and she commenced her duties in May 1866. The only available house in which the School was opened proved to be at too great a distance from the girl's homes, and the number attendants was for a time small yet encouraging: on the removal of the School to the present house the numbers rapidly increased. The girls learn the Christian religion, Burmese and English Reading, Writing and Drawing; they also learn plain and ornamental needle-work.

Staff of Teachers consists of the Head Mistress from England and of a young English Assistant who has just been sent out under the auspices of the Ladies Association for the promotion of Female Education in the East.

There are also one East Indian and one Burmese Assistant teacher. Lessons are also given regularly by the Missionaries.

An Infant School forms part of the Girls' School and is under the same teaching. We consider it in every way of great importance to be allowed to care for and train these little ones.

Branch Schools of the Society have been established in Thayet-myo, Myan-oung, Henzadah, Zelloon, and Pussoondoung (Rangoon.)

Thayet-myo S. P. G. School is steadily working its way. It is assisted both by European Officers and the Burmese. The Master is Arthur Bah Tsway (son of the late Tseetkay of Prome) an ex-pupil teacher of this School. The Treasurer is the Rev. J. R. Ward. I have applied for a temporary Grant from the Local Cess of Rupees 50 per mensem.

Myan-oung School has had great difficulties to contend with. The place is poor and I exhausted the liberality of the Burmese amongst whom I raised Rupees 1,000 to meet the Government Building Grant of 1,000. If temporary Government aid cannot be extended to this effort (I have applied for help out of the accumulated Educational Cess) I shall have to close this School until an ordinary Government Grant shall be made to it, i. e. for 9 months or a year. I should do this with very deep regret. The Teacher is Moung Bah Galay, ex-pupil teacher here, and the Treasurer is Major C. P. Hildebrand, Deputy Commissioner.

Henzadah S. P. G. was opened by me in September last by help kindly given by the Chief Commissioner and other friends. The School is doing its work well under the fostering care of the able and intelligent Extra Assistant Commissioner Moung Kyau Done. The Master is Samuel Moung Ee, an ex-pupil teacher of the School. The Treasurer *pro tem* is R. Bonnaud, Esq., Assistant Engineer. The School receives a Grant of Rupees one hundred per mensem from Government, who have also given a Building Grant of Rupees 1,000 which the people have guaranteed to meet with an equal sum, and the Executive Engineer Embankment Division, J. Bennett, Esq., C.E, has most kindly promised to draw the plan and superintend the building.

Zelloon is a large village on the Irrawaddy, sixteen miles S. E. of Henzadah. The people invited me to begin a School for them. They gave me every help in their power—guaranteeing all expenses. They cleared out a large Phoongyee Kyoung, repaired it thoroughly and gave it to me for an "English Christian School." One part of it serves as School-room, another as residence for the teacher, and a third has been purchased and fitted up as a residence for me when I visit Zelloon. The Master is Mr. Henry Poole (alias Moung Seh) a pure Burman who has been to England and who was for more than two years pupil teacher in S. P. G. School Rangoon. The Treasurer is the Myo-oke. The Deputy Commissioner has recommended a Grant of Rupees 20 per mensem from the Educational Cess to this School.

Pussoondoung S. P. G. School is barely a month old. It is situated in a densely crowded neighbourhood, the seat of the timber and rice Mills of Rangoon. The Burmese here are for the most part poor. The English Merchants however have given me nearly Rupees 1,000, and I have applied to Government to help me out of the Local Cess to tide over the time till we get a Government Grant-in-aid. The first Master is Mr. William Lutter, one of my pupils from Maulmain. This School will I believe be a very large one.

Schools proposed.

I have promised to establish S. P. G. Schools next season, i. e., as soon as I possibly can, in Kyan-gin, Yandoon, Sanyua, Kyeemindine, and Shwé-gyeen and Akyab. For all these I propose to ask for Government help before September next. I intend also to put in an application for Government help towards establishing a Normal College to train Masters for our Schools, and a Church of England Orphanage, an educational home for orphans and deserted children.

All S. P. G. Schools in Pegu Province are under the auspices and control of the Venerable Incorporated Society for the Propagation of the Gospel in Foreign Parts, and of its representatives in India, the Right Reverend the Lord Bishop of Calcutta and the Reverend J. Cave Browne, the Diocesan Secretary *pro tem.* They are under my superintendence as Senior S. P. G. Missionary in the Province.

The Local Treasurer of the S. P. G. is Captain H. Spearman.

The Medical Officers are Drs. Maynard and Booth.

S. P. G. IN BURMA.

Rangoon.

Rev. John E. Marks, } Missionary.
C. Warren, Esq.,

John Kristnasawmy, }
Charles Nelligan, }
A. Mackertoom, } Pupil Teachers at St. John's School, Rangoon.
Moung Shway Win, }
Moung Nga Moung, }
James Simon, }

Ah Moung (Teacher also at Jail.)
Miss Sarah Jane Cooke, Mistress.
Miss Miller, Assistant.
Miss Cotton, do.
Mah Ann, do.

Mr. William T. Lutter, Master. } Pussoondoung.
Moung Bah Oh, Pupil Teacher. }

Captain Horace Spearman, Treasurer.

Henzadah.

Mr. Samuel Moung Ee, Master.
Moung Shoay Zin, Pupil Teacher.
W. R. Bonnaud, Esq., Treasurer.

ZELLOON.

Mr. Henry Poole, Master.
Myo-oke, Treasurer.

MYAN-OUNG.

Moung Bah Galay, Master.
Major C. P. Hildebrand, Treasurer.

THAYET-MYO.

Mr. Arthur Moung Tsway, Master.
Rev. J. R. Ward, Treasurer.

MAULMAIN.

Rev. John Fairclough, Missionary.
Mr. Robert Rawlings, School-maste
Moung Shway Thin, Assistant Teacher.
Moung Shway Hmone, } Pupil Teachers.
Moung Khin, }
Moung Tha Noh, }

To

P. HORDERN, ESQ.
Director of Public Instruction
British Burma, Rangoon.

RANGOON, 22ND APRIL 1868.

SIR,—I have the honor to return to you duly filled, the four Forms, respectively marked A. B. C. and D., concerning St. John's Institution, placed under the management of the Sisters of the Good Shepherd.

The Institution was established in 1861 in the month of August.

It has a two-fold object, 1st of affording a good, sound, Christian and English education to children of Europeans and their descendants, 2ndly of procuring to the children of Christian Natives and of other poorer classes, the means of obtaining, through the vernacular language, a plain, good and above all, Christian education.

The Institution is therefore divided into two distinct and separate parts or main buildings, having each their separate out-offices and dependencies. The principal building is for the accommodation of the pupils who study English and acquire all knowledge through the English language.

The course of education comprises Reading, Writing, Arithmetic, Geography, History, the use of the Globes, and Music.

In the second building are located the little girls, either Burmese, Karens, or poor Eurasians born in the country. They are instructed, through the Burmese language, in Reading, Writing, the elements of Arithmetic and Geography. As a matter of course they are taught plain and ornamental needlework—45 girls are permanent boarders, until the age when they are asked in marriage, or sent back to their villages to act as School-mistresses. In addition to the boarders above mentioned, the Burmese School is frequented by about 15 Native Christian girls, who attend as day scholars. Owing to the extent of the buildings and out-offices and to the destructive effects of the rainy season, as well as the heavy charges occasioned by the Assessment and Land taxes, the expense is very considerable, and nearly absorbs the whole of the Government Grant-in-aid allowed to the Institution.

I have the honor to be,
Sir,
Your obedient Servant,
P. BIGANDET.

BRIEF REPORT ON THE CLASS LATELY ESTABLISHED IN THE RANGOON CENTRAL PRISON FOR THE PURPOSE OF INSTRUCTING BURMAN PRISONERS IN ENGLISH.

An English Class was established on the 1st of February 1868 for the purpose of giving a small number of long-term Burman Prisoners a sufficient knowledge of English to make them useful as compositors in the Jail Printing shop.

The limited extent to which English is understood by the mass of the people up country, and from the District of Rangoon, may be deduced from the fact that in a Jail Population averaging last year 980 Burmans daily, not one man understood English and Burmese sufficiently well to teach Burmans English. I was therefore compelled to seek outside for a teacher, and through the kindness of the Rev. J. E. Marks, Principal of S. P. G. School at Rangoon, I was provided with a competent instructor, a young Chinaman named Ah Moung, who was brought up and taught English in Maulmain.

Thirteen of the most intelligent and best conducted long-term Prisoners were selected and formed into a class which meets daily at 1 P. M. in a quiet place set apart for them and where they remain under instruction un-

til 4 P M. Had I more teachers I could have had tenfold the number of pupils, as the Prisoners are very anxious to be taught English; but I considered that 12 or 13 adults totally ignorant of the language they were being taught was quite as much as one teacher could manage satisfactorily.

The books were furnished me at cost price by Rev. J. E Marks, and as these men are being specially taught for the purpose of being employed in the Jail Manufacture Department, the teacher has been paid from the Budget Estimate for Jail Manufactures, at the rate of Rupees 30 per mensem.

The interest shown by the Prisoners in this class, the industry with which they have worked, and the satisfactory progress which they have made in the short time which has elapsed since the class was formed is most pleasing, and augurs well for our future success in introducing more extended English education amongst the Prisoners.

Two of the men have been employed in the Printing shop as English compositors for some short time, and I attach *bona fide* specimens of their unaided composition set up last week by Prisoners No. 430 Oung Ban, and No 7526 Shoay Wha, which is sufficient commentary on the progress made by them.

These Prisoners do not yet understand the meaning of 9 out of 10 words which they read, but they are learning the purport of them and will I hope before their terms of imprisonment expire be tolerably good English Scholars.

Most of the Prisoners in the present class will soon be sufficiently advanced to teach the Alphabet, &c &c to other Prisoners, and I then propose to form several elementary classes, by which means in course of time a knowledge of the English language will be imparted to a fair proportion of Prisoners who may show themselves capable and worthy of receiving such instruction.

W. P. KELLY,
Offg Superintendent Central Prison,
Rangoon.

Rangoon Jail Office,
The 3rd June 1868.

From

THE CHAPLAIN OF MAULMAIN,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

BRITISH BURMA.

SIR,—I have the honor to return to you the form of Educational Statistics filled in as far as from the character of the Institution under my charge it is possible to do so.

The greater part of the questions asked are inapplicable to the Church of England Orphanage.

The Church of England Orphanage was established some thirty years ago or more (I am not aware of the exact date) The object proposed was to rescue from heathenism the illegitimate children of mixed parentage who abounded in Maulmain.

The name of the Institution "Orphanage" is not altogether appropriate, inasmuch as only a small proportion of the children in it are orphans. In every instance I believe the father is English or European and the mother Burmese. All classes, Officers Civil and Military, Merchants, Ship Captains, have had their share in creating the necessity for this Institution. In many instances the fathers have taken due care of their illegitimate children, both while residing here, and after they have left the place, by making a pecuniary provision for them; but in too many again the fathers have gone away and left their children unprovided and uncared for, to be brought up by their Burmese mothers. These are the class of children whom our little orphanage takes up. Our rule now is only to receive those whose fathers are dead, or cannot be reached. The Burmese mothers are invariably anxious to obtain admission for their children.

Until within the last 3 or 4 years (when a small Grant-in-aid of Rupees 300 a year was offered unasked by Col. Phayre) the Institution was *wholly* supported by voluntary monthly contributions and occasional donations. It is still so supported mainly, as the return will show, for the small Grant-in-aid bears but a trifling proportion to the voluntary contributions.

As the children are boarded and provided for in every way throughout the entire year the cost is considerable; the funds consequently will not allow of our obtaining a trained Master or Mistress. The salary we offer is only sufficient to tempt some respectable person in humble circumstances to take the general charge of the children. We are forced to content ourselves with a very humble standard of education. We keep the girls until

they are married or until some respectable family offers them a home, and the boys until they obtain employment. At present out of 21—3 only are boys. The average age is 11½ years. There has been no increase or decrease in number during the past year; no change in the management.

The state of the School buildings is very dilapidated, but the building is private property. We hope to repair it during the present year. There is nothing to report on the conduct or health of the children, which has been good.

I have the honor to be,
Sir,
Your faithful Servant,
C. S. P. PARISH.

RAMREE, 18TH MARCH 1868.

I EXAMINED the School in this Town to-day with the assistance of Captain Plant, the Deputy Commissioner. It is a School for instruction in English and the vernacular, and was established as a private School by the present Head Master about 2 years ago.

His sole emolument has hitherto been only a fee of 4 annas a head for about 21 or 22 boys, which appears to have been the general strength of the School. The School has recently received a Grant-in-aid, Government having allowed thirty Rupees per mensem for both Masters since November last, and given a sum of Rupees 250 towards a School building. We inspected this building and found a very substantial neat looking and commodious house nearly finished, which must have cost much more than Rupees 500, viz. Rupees 250 Grant from Government, and Rupees 250 from private sources.

It appears very probable that the Myo-oke of this township, Moung Nga Hto Shway, an intelligent and respectable official, who has all along shown the greatest interest in this School and fostered it by his example and best efforts, has supplemented this sum from his own means. It seems certain that when this building is opened fifty boys will immediately attend. At present the School is carried on in the house of the Inspector of Police stationed here, who has a son at the School. I have satisfied myself that besides these two principal Government officials here, the people generally, and especially the leading men of the town, are very much interested in it. The Town contains about 3,500 people, of whom there are very few natives of India. The School fee is only 4 annas, the same as at Kyouk-Phyoo, and Government now allows the Head Master, Tsain Ban, Rupees 20, and the

vernacular teacher Rupees 10 per mensem: these salaries are undoubtedly far too small; Tsain Ban is I think quite competent to teach such a School, and his salary would I think be at least 40 Rupees, while the vernacular teacher would get from 15 to 20. There are at present four classes in the School. The First Class can read and construe moderately difficult English very fairly, and they read and write both English and Burmese far better than I expected. The 2nd and 3rd Classes are good in proportion. The 4th Class is mainly at the English Alphabet. Of all the classes those who can read can spell fairly. The Master who is a very zealous man has had School hours daily from 6 till 10 A. M. and from 11 to 4. This is of course far too much. From 7 till 10 and from 2 till 5 will be ample. I trust the Director of Public Instruction may find these remarks, to which I request his attention, of some use. The Deputy Commissioner is requested to send him a copy.

J. F. J. STEVENSON,
Commissioner of Arakan.

MEMO.

Copy forwarded to the Director of Public Instruction for his information.

C. W. PLANT, CAPTAIN,
Deputy Commissioner,
Ramree District.

Kyouk-Phyoo,
The 3rd April 1868.

No. 91 of 1868.

From

COLONEL D. BROWN,
Commissioner of Tenasserim Division.

To

P. HORDERN, ESQ., B.A.,
Director of Public Instruction, Rangoon.

DATED MAULMAIN, 3RD JANUARY 1868.

SIR,—I have the honor to inform you that for some time I have had in view a project of assisting in the support of Village Schools, by granting to the teachers of them small monthly allowances of Rupees 10, 15 and 20 to each, according to the number of pupils. These amounts would be paid from the District Cess Funds which are partly levied for the purpose of being devoted to educational purposes.

2. When I last visited the Shwé-gyeen district of this Division I found that there were several Village Schools in different parts of the district. The teachers were generally old respectable men who had voluntarily given themselves up to the instruction of the children of the village.

3. I am persuaded that the scheme of introducing secular education through the Budhist Priesthood will not answer, it should however be well tried; if it fails, then I believe that our success with education will depend chiefly on the appoinment of good secular teachers under Government inspection.

4. From experience I have found that when a School is in the hands of a teacher who can devote his attention wholly to his work, the scholars are further advanced than if the School is in the hands of Missionaries or others, who in addition to their School duties have other pressing and important calls upon them.

5. At Maulmain we have a Government School to which the inhabitants send their children freely; there are now 160 boys on the rolls. I attended at the Annual Examination on the 20th ultimo and found that the boys had since last examination made most creditable progress. Mr. Redpath had evidently exerted himself to the utmost to bring on his pupils. For this School we ought to have a first class teacher. Mr. Redpath has joined the Police—without a good and trained teacher to succeed him the numbers in this School will fall off.

6. At Tavoy, Mergui and Shwé-gyeen, Schools with 2nd class teachers should be established at other towns such as Kykehto, Beeling, Thatone, Amherst and Yea, Schools with 3rd class teacher would suffice; in all these places the people would gladly pay for the erection of School houses, and would give monthly fees for the education of their children.

7. I have divided the teachers into three classes. In the 1st class I would have those who had been properly trained in England. In the 2nd class Natives of India or of Burma competent to teach, and in the third class people of the same countries but of somewhat lower attainments.

8. At first some of the teachers would not know Burmese, this would be objectionable, but in time I do not think that there would be much difficulty in obtaining men well qualified in the Burmese language. All teachers should qualify themselves in Burmese within a fixed time. In all Schools the Burmese language should be taught in addition to English.

The Burmese as a people are most ready and anxious to receive education they will readily send their children to secular Schools. They do not

even object to sending them to the Missionary Schools, where there would be no fear of proselytising influences.

9. I have thought fit to send you this letter so that you may know my views on education and what I consider the requirements of this Division. I may soon be leaving it for a time, and will not before my departure have an opportunity of seeing you.

10. The copy of a letter from the Deputy Commissioner Shwé-gyeen, herewith sent, will show the result of his enquiries regarding Village Schools in his district, and his wishes regarding the amount of aid that should be given to Village Schools. I intend at present to make no recommendation to the Chief Commissioner, and will not do so till you have matured some plan and obtained Government sanction for it. After that is done by action, in concert with some definite plan and object in view, there will be every prospect of success.

I have the honor to be,
Sir,
Your most obedient Servant,
D. BROWN, COLONEL,
Commissioner Tenasserim Division.

To

THE COMMISSIONER TENASSERIM DIVISION,
MAULMAIN.

DATED SHWE-GYEEN, THE 14TH NOVEMBER 1867.

SIR,—I beg to submit a list of Vernacular Schools in my District showing the names of the different tutors and number of boys and girls being educated at each School.

2. There are, as you are aware, no Schools under the patronage of Government in this district. I have often thought over and considered as to whether a Government School could be established and maintained on a moderate scale in the town of Shwé-gyeen with a fair chance of success, but have arrived at the conclusion that the time has not yet come, and that to undertake the establishment and maintenance of it would entail great pecuniary aid from Government more than would I imagine be granted. Shwé-gyeen is far from being a wealthy town, and the attendance at the School could not bring in a sufficient sum of money to keep it in working order.

3. The accompanying Return shows that there are 11 Schools in the district distinct from the vernacular education that is carried on in the numerous Kyoungs. At present there are being educated at these Schools 220 boys and 58 girls, making a total of 278. I think that with a little pecuniary aid from Government the Schools might be greatly improved, at present the Masters receive in many instances no remuneration from the parents of the children further than an offering now and then of a Putsoe, or a few of the common necessaries of life. The education given by the Master consists of the rudiments of the vernacular language and the Budhist creed; much might be done, I feel sure, towards advancing the status of the Schools by a little help from Government, and with this view I beg to suggest that a small allowance be allowed to each Master from the 5 per cent Local Cess Fund, and that a certain sum be allotted to each School for the purchase of books every 6 months: Rupees 5 per mensem to each Master would I think suffice, and Rupees 10 every 6 months towards each School for the purchase of books. By this means a good secular education might be diffused throughout the district with equal or greater success than by confining it to one particular locality. I beg to append a Return showing the state of the 5 per cent Cess Fund, and the average monthly receipts.

I have the honor to be,
Sir,
Your most obedient Servant,
(Sd) G. A STROVER,
Deputy Commissioner,
Shwé-gyeen District.

To
THE DIRECTOR OF PUBLIC INSTRUCTION,
BRITISH BURMA.

SIR,—I have the honor herewith to submit the Returns of the Sgaw Karen Schools of this District agreeably to the request contained in your Memo. No. 108, dated Rangoon 27th February 1868.

These Returns have been made at considerable cost of time and labor, and with careful consultation of all the data within reach; yet they are imperfect as we have to deal with a people who are but little used to keeping School records; we have done our best, yet in many cases the estimates of expenditure are only approximate. In the instance of the Anglo-Karen School in Bassein city, the books do not afford any account of expenditure prior to 1864-65.

To give the Returns of the Village Schools by classes after the prescribed form A. would be impossible and has not been attempted. So in regard

to blank form B. the subscriber has not the information requisite to fill it up. In regard to the Village Schools it will be seen by the accompanying Statistical table that while some of them are fluctuating a goodly number continue year after year without interruption. It will be seen also that there has been a steady increase from year to year in the number of pupils except during the year 1864-65. In the year 62-63 there were 30 Schools with 542 pupils; in 63-64, 35 Schools with 763 pupils; in 64-65, 33 Schools and 829 pupils; in 66-67, 40 Schools and 891 pupils; in 67-68 45 Schools and 1,074 pupils. Some of these figures differ from those of previous reports, partly from a more rigid scrutiny of the sources of information, and partly from the fact that a few Schools in distant villages have not been reported until after the returns had been sent in to Government.

The whole number of villages in which Schools have been held during the last 5 years is 58. In all of these villages, or very nearly all, Schools should become permanent. The Grant-in-aid is helping to bring about such a state of things as the tabular form will show.

It is our constant endeavour to originate Schools where there are none, and to strengthen those which already exist. The difficulties in the way of holding regular Schools are stated by the villagers themselves to be in some cases poverty, in others inability to spare their children from work. The Grant-in-aid, if bestowed in such a way as to enable us to help any village that desired a School, would largely tend to do away both objections by the moral influence it would exert as well as the pecuniary assistance which it would afford. In the month of September 1867, the subscriber applied to Government for a renewal of the Grant-in-aid for only twenty seven (27) of the Village Schools. It is evident that this will leave many of our villages unaided. The subscriber would express the hope that aid may be extended in such a way that any village that holds a School may feel secure of obtaining some aid from Government. If we could hold out this prospect it would greatly help us in our efforts to advance education among this people.

The large sums expended last year by two of the villages are explained by the fact that in the case of one (Kossu) a large chapel costing Rupees 1,400) was built during the year, and as the building is used for School as well as religious purposes, one fourth the cost is reckoned under School expenditure. In the case of Naupeheh, a School house for the exclusive use of the School was built at a cost in cash of Rupees 300, in work by the villagers of Rupees 100. Naupeheh has also paid during the last year nearly Rupees 300 for benches for their chapel. Both chapel and benches are used by one department of the School. If the cost of education in some smaller Schools seem disproportionately high, it must be borne in mind that

the main items of expense, viz., teachers salary and rent of building, may be just as great as in a larger School. The Anglo-Karen School at Bassein does not exhibit an increase in numbers corresponding with the increase in the Village Schools. There has been on the contrary a decrease, notwithstanding the fact that the pupils of the English department have enjoyed better instruction during the last two years than ever before. The decrease is owing to the unavoidably great length of the term of study and the difficulties in the way of the acquisition of the language, a point so little appreciated by the pupils when they seek admission into the School. Then again some of our advanced pupils are tempted before they have completed their studies to endeavour to seek some practical benefit from their education in the employ of Government or in Mercantile establishments. During the last year the illness of the ladies of the Mission, resulting finally in their departure for America, rendered it injudicious to encourage the young women to attend. It may be proper to state in this connection that the Rev. Mr. Thomas, who was for some months connected with the Mission, has also been obliged by failing health to proceed home. A change was made during the last year in the administration of the School by dismissing the Steward and causing his duties to be performed by the Head Carpenter, who will also, as herefore, superintend the Industrial Department. As the salary of each of the teachers has been advanced (in consequence of the increased expense of living) Rupess 5 per month, the expenses continue about the same since as before the Steward's dismissal.

To the course of study as at present pursued according to the Summary for 1867-68 it is proposed to add the Elements of Natural Philosophy and Chemistry, taught by lectures and illustrations, with Land measuring in its practical application. The Brief Manuals of Ancient and Modern History by the Vernacular Educational Society, and the Scripture Geography of the same Society will also be studied. The building in which the English School has been held and two or three of the dormitories are old and must soon be renewed.

* * * * * * * *

The general conduct and general health of the pupils has been good. No deaths have occurred during the last year, and no very serious cases of illness.

* * * * * * * *

I have the honor to be,

Sir,

Your most obedient Servant,

W. M. SCOTT, M.D.

Bassein, 27th April 1868. *Sgaw-Karen Mission.*

To

H. W. BEDDY, Esquire,

Deputy Commissioner,

Bassein.

Sir,—I have the honor herewith to submit the Report of the Pwo-Karen Schools in Bassein. I regret very much the delay. It has been owing in great measure to the many other cares and engagements consequent on the return of Mrs. VanMeter and three young women who are hereafter to labor in connection with the Karen Mission. With this additional help, I think that I can assure you of the prompt and regular rendering of reports pertaining to Schools in the future.

2. According to this Statement there are 11 Village Schools with 151 Scholars, and the Normal School in the city with 21, in all 172, which is a slight increase on the number reported last year.

3. Some progress is evident in the more advanced class of studies in Schools where formerly only the rudiments were taught—also in the numbers of pupils at Moung Tha, 35, which is a larger number by five than has heretofore been reported by any Village School among the Pwos.

4. The information now given is such as has been called for of late years, and is the *best* that I can do at this time. If the additional information called for in the forms lately furnished can be had in a manner any way satisfactory, I will if possible give the same at an early date.

5. As I have the entire number of Scholars in all departments of the Mission, both Karen and Burmese, now in my possession, and the same may not be unacceptible to the Government, I venture to add:—total in Karen Department 1,311, in the Burmese 40:—grand total 1,351, the largest number ever reported in Bassein—of this number 526 are females.

I have the honor to be,

Sir,

Your obedient Servant,

H. L. VanMETER,

Bassein, 9th July 1868.

To

P. HORDERN, Esq.,
Director of Public Instruction,
British Burma.

SIR,—The first Christian School, and the first Karen School in the Province of Toung-oo was opened by Mrs. Mason in the city of Toung-oo A.D.1853.

In 1861 soon after we had been joined by an associate, the printed minutes of the associations show, that besides the Schools in town, there were reported to me 135 Village Schools embracing 2,186 pupils, not including a School taught at Nabula, a village in the Northern part of Karennee on a hill with the Shan town of Mo-bye in sight a few miles distant, and, as a Red Karen told me who called yesterday the identical spot where the King of Burma's rebel son now makes his home. The teacher who taught School there at the time was Sau-e, a man that has been recently appointed by the Deputy Commissioner to officiate for the Pakan Myo-oke.

Since that year, the interest of the people in education has so flagged, that the "Village School" has no existence in the majority of places, and little more than a nominal existence in most others.

We have lost our hold of Karennee, though I reduced the language to writing, and printed a small tract in it. Many of the Manau-Manau villages have allowed their School houses to rot down, and in many other sections the mountain ceases to echo the cries of the Spelling book.

The practical difficulty now is that the people will not support their teachers as they formerly did, and the teachers will not make the personal sacrifices that they did at first. Indeed as the families of the teachers increase the difficulty of supporting them is too great for the villagers to overcome, and the teachers return with their wives and children to their houses and fields again where they can obtain support by their own hands.

A year ago, when I went out to the mountains to attend two associations, one of which was near the water-shed, I spent a couple of days at a large Bghai village in which I found a dozen young men at home, who had formerly been teachers. I could not persuade them to return to their stations, because they said, and truly, the people would no longer feed and clothe them, but had I had means to aid them to the amount of two or three, or four rupees the month, as the circumstances of different individuals might require; or even had I had the means at my disposal I formerly had, both teachers and people would have taken hold again with new courage.

In 1861, the year quoted above, my books show that I paid out to teachers in the aggregate Rupees 834-14, and in the following year 1862, Rupees 1,141. The Toung-oo Karen Mission was not built up without money. Besides the regular appropriations from the Baptist Missionary Society, Mrs. Mason and myself received and expended for various Mission purposes from December 1866 to December 1861, five years, Rupees 9,665 from friends abroad, and about Rupees 2,000 from residents in Toung-oo, a large proportion of which however was expended on buildings. In late years the whole of these means have been cut off from us, but as the Mission was not built without money, neither can it be restored without money. The Missionary Society, was not, and cannot, and never has furnished the necessary funds. In conversation with one of the new Missionaries a few days ago on the subject of there being no Schools, which he had been verifying by a trip on the mountains, he asked "what shall be done?" I suggested the necessity for funds, when he replied: "I have no money, I am only allowed Rupees 450 for travelling, Schools, and all extra expenses besides my own salary."

Unless then the Government come in to the rescue, our 135 Village Schools with their 2,186 pupils, that were increasing annually, but are now a wreck, must remain a wreck: allow me then to suggest for your consideration, and recommendation to the Chief Commissioner, that Government take up the education of the Mountain Karens in Toung-oo and on the borders; and would therefore beg to ask if the Director will be so good as to recommend me to the Chief Commissioner for an appointment to establish and superintend *Government Village Schools* among the Mountain Karen tribes of Toung-oo and the borders, in connection with the Director of Public Instruction. It has been my wish to go on with the translation of the scriptures in the various Karen dialects, but not having the means to do so, I should be glad with Mrs. Mason to engage in this work. As I have a press at my command with Burmese, Sgau, or Paku, and Bghai type, and could with a few Rupees add the Red Karen, and have a Karen paper started, we could do much to further the work by the publication of various articles of information of every description in our native paper in any of the written languages.

I have the honor to be,
Sir,
Your most obedient Servant,
F. MASON.

Toung-oo, 29th January 1868.

No. 2.

P. HORDERN, Esq.,
Director of Public Instruction,
British Burma.

Sir,—As I have not received any definite Reports from the Primary Schools since my letter to the Deputy Commissioner in August last, I herewith send you a copy of that letter and Table of Statistics.

"The time having expired for which the Grant-in-aid was given to the Village Schools among the Pwo Karens in the district of Rangoon, I herewith forward a brief report of the same. When I applied for the grant three years ago I remarked "We have not as yet, what, in the European sense of the term, would be called *School*, from the simple fact, that hitherto we have had neither books or teachers to make them such."

But since that time, from a special grant of Government of 2,000 Rupees we have printed a Spelling book, Reading Lesson Nos. 1 and 2, an Elementary Geography and Arithmetic, also a small Mental Arithmetic, and teachers having been trained in the Normal School in this place, there are now in successful operation, what, as compared to anything heretofore in existence may be termed "Schools." Yet to an European these would probably seem to be very meagre affairs. Nevertheless it is a *real* advance and there are eight Schools where the above books are daily and regularly taught by competent teachers. These Schools are all small but present a good and promising beginning. They continue in regular session only about six months of the year: owing to the necessity of the pupils being engaged in harvesting during the dry season.

And the number in actual attendance as regular pupils do not by any means indicate what they are doing among the people.

For in each place where there is a School, there are those who wish to learn, but cannot from the circumstances of the case become *regular* pupils. Still by seizing their opportunity do learn to read and write and also get a good many other ideas which expand the mind and enlarge the heart.

There are also places where they have no regular Schools and yet where more or less do actually learn to read and write as they formerly did in *all* places in an *in*formal way; but do really become good readers, &c. Hence I forward two Statistical Tables:—

I. What I would term "*Regular Schools.*"
II. *Irregular Schools.*

And in the I I put down the number of *regular* and *irregular* pupils that you may have a glance of just how the matter stands among the people.

I think the Annual Grant of 500 Rupees the past three years has acted as a spur among the people; and it has been expended to assist in paying the teachers.

By the table you will see what has been expended for Schools by the people themselves for building and current expenses, during the actual session of the School.

I have the honor to be,
Sir,
Your most obedient and humble Servant,
D. L. BRAYTON.

Kemendine, 20th April 1868.

To

P. HORDERN, Esq.,
Director of Public Instruction.

SIR,—I have the honor herewith to present my report of the Village Schools under my charge for the year 1887-68.

Soon after the opening of the Schools the reports of the teachers showed that about 1,500 pupils were on the rolls.

Several of the Schools were entirely broken up by the sickness of the pupils. Other Schools lost a large number of their pupils so that the number of pupils that stayed through the term was only 979. This however shows an increase of 111 pupils over the corresponding number for last year. Infant Schools and evening Schools for those whose daily vocation prohibited their joining the regular Schools, were established in several villages, but their pupils are not included in the numbers given above.

Heretofore the great difficulty in establishing efficient Karen Schools has been the lack of good School books. During the year a press has been established for the express purpose of supplying this want.

Two founts of type have been cut and cast by the Karens themselves and they have printed the first Algebra ever translated into Karen. They have also printed a Spelling book and a Reading book in large type, and are now printing an edition of School Songs for use in the Village Schools. This press will be constantly employed in printing School books, an

hope soon furnish us with a series of School books which will give greater efficiency to our Schools.

The accompanying table gives the number of pupils for this year and the last.

Registers of the average daily attendance have never been insisted on, and hence I am unable to fill up the forms sent me.

Several new Schools were commenced during the last dry season, but as only a commencement was made the pupils are not included in the numbers above reported.

I have every reason to believe that these Schools will do well and largely add to the number of pupils to be reported next year,

I have the honor to be,
Sir,
Your most obedient Servant,
J. B. VINTON,
Karen Missionary.

Rangoon, 22nd May 1868.

To

CAPTAIN STREET,
Deputy Commissioner.

SIR,—I send you the returns of the Schools under my superintendence which have received aid from the Government from May 1st 1865 to May 1st 1868.

The Classes of the English and Burmese School recite their lessons to me in the afternoon of 4 days in the week. By this means I am enabled to correct any fault in their pronunciation of the English language and in other ways to assist them in laying the foundation of their studies. So far I consider their progress encouraging.

From the commencemennt of the School, it being the first of the kind in Prome, many scholars have entered and gone,-some have left to go to the Prome Government School; some have gone to Schools in Rangoon, and others are in Government and other employments.

The indigenous Schools have of late decreased in the number of their pupils, one-half—owing, the teachers say, to the prevailing diseases among the children, such as Measles, Whooping Cough and Sore Eyes.

As they are all vernacular, it is an important object with us to have as many girls attend them as possible, and in Prome the parents are beginning to see the advantage it will be to them and encourage their attendance. In the villages strong prejudices exist against girls being educated, and we can only succeed by having some of the inhabitants who profess christianity to take the lead and educate their girls. Mothers also have an excuse that their girls must learn to weave and in other ways work to help support the family. Funds are needed for this purpose, also suitable teachers. In these indigenous Schools it is seldom that the parents will pay a regular monthly fee, but they will give occasionally presents.

* * * * * * * *

Yours respectfully,

THOMAS SIMONS

Prome, 13th May 1868

APPENDIX B.

THE LOCAL CESS.

In carrying out any plans for the future working of this department it will be necessary to ulilize the 5 per cent Local Cess, one per cent of which is allotted to education. Of this fund so little appears to be known that in the recent Note on the state of Education in India, published by the Government of India, it was stated that no local cess existed in British Burma.

The following are extracts from the rules laid down in the Hand book for British Burma for the collection of a 5 per cent Cess for local purposes, &c., sanctioned by the Government in India in letter No. 461 dated 25th January 1865 from Financial Secretary :—

Rule 2. The Cess is in addition to and is not to be deducted from existing rates on land and fisheries : it is payable in the following proportion for each head :—

Roads,	...	...	...	1 0 per cent.
Education, ...		...	...	1 0 „
Daks,	...	...	...	0 ¼ „
Chowkedary or Village Watch,			...	2 ¾ „
			Total,...	5 0 per cent.

7. The transactions of each fund are to be kept quite distinct.

10. The expenditure of the funds must be confined strictly to the purposes for which they are intended, but with the sanction of the Chief Commissioner, on the recommendation of the Commissioner of a Division, a sum to credit on account of one heading may, a good cause being shown, be loaned or transferred to another.

13. All propositions regarding establishment of Schools, &c. &c. involving the monthly pay of an establishment must be submitted for approval of Commissioners of Divisions prior to sanction.

14. In all schemes proposed it must be distinctly kept in view that the money must be devoted to those measures from which the greatest advantage will accrue to the people who actually pay the Cess.

A Local Fund has thus been accumulating since the beginning of 1863 for the purpose of education and especially of Vernacular Education in the rural districts. This fund has been as yet, with one or two trifling exceptions, entirely untouched.

The total balance at credit of the fund is estimated by the Accountant General at Rupees 63,786, and the receipts for the year 1867-68 were Rupees 31,748. With this balance in hand, and a continual and probably increasing income, I hope much may be done, and I intend to propose the formation of Local Committees in each district for the administration of the fund.

APPENDIX C.

Statistical Return of GOVERNMENT SCHOOLS *of the* MIDDLE CLASS *for the year ending* 31*st March* 1868

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each language at the close of the year.					Monthly rate or rates of Fees.
			Burmese.	Karen.	Others.	Total			English.	Burmese.	Karen.	Latin.		
Akyab Government School, .	Akyab,	1846	147		28	175	143	175	175	166				1 R.
Kyouk Phyoo do. .	Kyouk-Phyoo,	1837	100		12	112	92	106	112	112				4 As.
Maulmain do. .	Maulmain,	1835	88		79	167	130	156	113	15				1 R.
Prome do.	Prome,	1866	39		19	58	48	52	58	58				1 R.

Statistical Return of GOVERNMENT SCHOOLS *of the* MIDDLE CLASS *for the year ending* 31*st March* 1868—*(Concluded.)*

			12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
NAME OF INSTITUTION.	Locality.	When established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.	
			From Government.		Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.		Total.		Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
Akyab Government School, ...	Akyab,	1846	6,276	...			1,659	...	7,935	...	6,276 ...	...	6,276 ...	1,659 ...		35 13 9	26 6 1
Kyouk-Phyoo do. ...	Kyouk-Phyoo,	1837	3,747	...			657	...	4,404	...	3,408 ...	339	3,747 ...	657 ...		35 4 2	29 1 ...
Maulmain do. ...	Maulmain,	1835	5,412	12			1,718	6	7,131	2	5,412 12	...	5,412 12	1,718 6		34 11 1	23 10 10
Prome do. ...	Prome,	1866	5,280	...			474	8	5,754	8	5,280 ...	...	5,280 ...	474 8		101 8 7	92 6 7

Statistical Return of AIDED SCHOOLS *of the* MIDDLE CLASS *for the year ending* 31*st March* 1868.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.	Latin.		
Diocesan School, ...	Rangoon,	1864	...	...	92	92	75	75	92	...				6 & 8 Rs.
Town do. ...	Maulmain,	1864	3	...	107	110	101	115	110	...				6, 4 & 3 Rs.
S. P. G. Boys' School, ...	Rangoon,	1864	170	...	125	295	234	288	295	200		30		1 R.
S. P. G. Boys' do. ...	Maulmain,	1859	168	...	43	211	156	203	211	...				As. 8, 12 & 1 R.
S. P. G. Boys' do. ...	Henzadah,	1867	40	1	4	45	36	40	45	30				1 R.
St. Paul's do. ...	Rangoon,	1860	45	...	191	236	200	236	236	...				2 Rs.
St. Patrick's do. ...	Maulmain,	1842	19	...	112	131	120	127	131	21				3 Rs.
St. Peter's do. ...	Bassein,	1861	1	24	...	25	25	25	14	25				2 Rs.
Roman Catholic Anglo-Vernacular, ...	Toung-oo,	1866	45	1	22	68	50	52	56	40				1 R.
Mission School, ...	Prome,	1864	40	2	5	47	27	27	47	47				1 R.
Dine-woon-quin School, ...	Maulmain,	1845	44	4	8	56	44	56	56	56				1 R.
Church of England Orphanage, ...	Maulmain,	1837	21	...	...	21	21	21	21	...				None.
Jail School, ...	Rangoon,	1868	13	...	...	13	13	13	13	...				
Town do. ...	Ramree,	1867	20	...	2	22	...	20	22	22				4 Ans.
St. John's, Thenganaig, ...	Myan-oung,	1858	51	...	...	51	51	51	...	51				

Statistical Return of AIDED SCHOOLS *of the* MIDDLE CLASS *for the year ending 31st March* 1868—*(Concluded)*

			12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
			Receipts during the year.								Charges incurred during the year.					Annual cost of educating each pupil.	
NAME OF INSTITUTION.	Locality.	When established.	From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.				Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total cost.	Cost to Government.
Diocesan School,	Rangoon,	1864	2,000	...	2,410	8	4,730	9	9,140	1 5	8,944	10 2	500 9,444	10 2	305	125 14 10	26 10 8
Town do.	Maulmain,	1864	2,000	...	1,000		*7,160	9	10,160	9	9,598	11	1,200 10,798	11	638-2	93 14 5	17 6 3
S. P. G. Boys' School,	Rangoon,	1864	3,000	...	...		8,477		11,477		10,077		1,400 11,477		...	39 13 7	10 6 8
S. P. G. Boys' do.	Maulmain,	1859	2,000	...	412		5,681		8,093		7,878		215 8,093		...	39 12 9	9 13 7
S. P. G. Boys' do.	Henzadah,	1867	600	...	200		335		1,135		625		350 975		160	24 6	15
St. Paul's do.	Rangoon,	1860	2,200	...	...		2,480		4,480		6,100		†28,000 34,100		24,030	25 13 6	8 7 7
St. Patrick's do.	Maulmain,	1842	1,500	...	...		3,954		5,454		4,810		... 4,810		644	37 3 11	11 12 11
St. Peter's do.	Bassein,	1861	1,000	...	80		316	8	1,396	8	2,571	8	... 2,571	8	1,175	102 13 9	40
Roman Catholic Anglo-Vernacular	Toung-oo,	1866	...	...	350		1,631		1,981		2,307		100 2,407		426	46 4 7	
Mission School,	Prome,	1864	380	...			1,955		2,335		2,195		50 2,245		90	83 2 4	14 1 2
Dine-woon-quin School,	Maulmain,	1845	600	600	150		819	12	2,169	12	2,094	12	75 2,169	12	...	38 11 11	10 1 1
Church of England Orphanage,	Maulmain,	1837	300	...	2,350		...		2,650		...		... 2,392	13	257-3	113 14 5	14 4 6
Jail School,	Rangoon,	1868	60	...	...		...		60		60		... 60		...	4 12 3	4 12 3
Town School,	Ramree,	1867	170	...	...		17		187		170		17 187		...	10 5 7	8 8
St. John's, Thenganaing,	Myan-oung,	1858	200	...	...		...		200		225		... 225		25	4 6	4 3

* Including Rs. 1,119-9 balance in hand, and Rs. 200 contributed to School Library.

† Omitted in calculating the cost of education, being for a new School building.

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS (VILLAGE SCHOOLS) *for the year ending* 31*st March* 1868.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each Language at the close of the year.					Monthly rate or rates of Fees.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.	
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.	Latin.			From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.		Fees and Fines, &c.		Total.		Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
Yay-tho, 1 ...	RANGOON.	1854		71		71					71				79		122	4			201	4	201	4	201	4		2 13 4	1 1 9
Do. 2 ..																													
Ta-kwa-lan, ..		1867		25		25					25				27		13	...			40	...	40	...	40	...		1 9 7	1 1 3
Kine-dau, ...		1867		23		23					23				25		40	...			65	...	65	...	65	...		1 13 2	1 1 4
Kang-lay, ..		1863		16		16					16				18		22	...			40	...	40	...	40	...		2 8 ...	1 2
Bong lin Tseit, 1 ...																													
Do. 2 ..		1862		93		93					93				101		342	8			443	8	443	8	443	8		4 12 3	1 1 4
Do. 3 ...																													
Doon bay, ...		1863		15		15					15				17		23	...			40	...	40	...	40	...		2 10 8	1 2 1
Hlaw-gah, ..		1854		29		29					29				31		69	...			100	...	100	...	100	...		3 7 2	1 1 1
Tan-bin-gone, ..		1856		51		51					51				55		25	...			80	...	80	...	80	...		1 9 1	1 1 3
Ah' K byin, ...		1856		33		33					33				36		34	...			70	...	70	...	70	...		2 1 11	1 1 5
Yin-dike-gone, 1 .																													
Do. 2 ...		1854		82		82					82				88		22	...			110	...	110	...	110	...		1 5 5	1 1 2
May-net-kin, ..		1866		33		33					33				36		29	...			65	...	65	...	65	...		1 15 6	1 1 5
Wan-ma-nga, .		1865		6		6					6				15		25	...			40	...	40	...	40	...		6 10 8	2 8
In-tine, ...		1862		38		38					38				41		19	...			60	...	60	...	60	...		1 9 3	1 1 3
Kya-kyoon, ..		1854		36		36					36				39		61	...			100	...	100	...	100	...		2 12 5	1 1 4
Ya-ngan, ...		1866		37		37					37				40		25	...			65	...	65	...	65	...		1 12 1	1 1 3
Hmau-hng, ...		1862		15		15					15				16		49	...			65	...	65	...	65	...		4 5 4	1 1 ..

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS (VILLAGE SCHOOLS) *for the year ending 31st March* 1868—*(continued.)*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			26		
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily	Average number of pupils on the Rolls Monthly	Number of Pupils studying in each Language at the close of the year					Monthly rate or rates of Fees.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.					
			Burmese.	Karens	Others	Total			English	Burmese.	Karen.	Latin			From Government	Proceeds of Endowments.	Subscriptions and Donations, &c	Fees and Fines, &c	Total.				Current.	Extraordinary	Total.			Total cost.			Cost to Government.		
Moh Dong	RANGOON.	1866		6		6					6				15		5		20				20		20			3	5	4	2	8	
Tine-gyee,		1856		25		25					25				26		84		110				110		110			4	6	4	1	0	7
Ah Kwah		1864		13		13					13				15		20		35				35		35			2	11	0	1	2	5
Tsan Choung,		1862		15		15					15				17		53		70				70		70			4	10	8	1	2	1
Tau-plan, 1 Do. 2		1867		33		33					33				36		134		170				170		170			5	2	5	1	1	5
Th'nat Choung,		1866		13		13					13				15		45		60				60		60			4	9	10	1	2	5
Wan d' lee,		1865		20		20					20				22		48		70				70		70			3	8		1	1	7
Oke-kan,		1863		16		16					16				18		37		55				55		55			3	7		1	2	
Mee-nin-kon,		1864		12		12					12				14		36		50				50		50			4	2	8	1	2	8
Thing Tsoo,		,,		12		12					12				14		56		70				70		70			5	13	4	1	2	8
Ma-gyay-queng,		1863		30		30					30				32		38		70				70		70			2	1	0	1	1	.
Myee-nin-kin,		1866		6		6					6				15		55		70				70		70			11	10	8	2	8	.
Ta-pah-pray,		1856		15		15					15				17		28		45				45		45			3	..	..	1	2	1
Tha-ngau,		1866		25		25					25				26		94		120				120		120			4	12	9	10	7	7
K' moung,		1863		24		24					24				..		...		...				...		...								3
Pan Tine,		1865		14		14					14				16		64		80				80		80			5	11	5	1	2	7
Nga pyan-kyoon,		,,		5		5					5				8		57		65				65		65			13	..	..	1	4	..
Ko Dong,		1867		11		11					11				13		52		65				65		65			5	14	6	1	2	10
Choung-nee-co,		,,		30		30					30				32		53		85				85		85			2	13	4	1	1	..

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS (VILLAGE SCHOOLS) *for the year ending* 31*st March* 1868—*(continued)*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.	
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.	Latin.			From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.		Total.			Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
Pay-in, ...	RANGOON.	1867		15		15	...	...			15				17		88			105			105		105			7	12 1 ...
Choung, ...		,,		6		6	...	...			6				7		33			40			40		40			6 10 8	1 2 8
Tsick-kau, ...		1866		11		11	...	...			11				13		57			70			70		70			6 5 10	1 2 10
Mait-lin-gine, ...		1864		19		19	...	...			19				21		49			70			70		70			3 10 11	1 1 8
Myingk-doung, ...		1865		43		43	15	43			43				150		375			525			525		525			12 3 4	3 7 9
Kyoung-dake, ...		1866		13		13	6	13			13				25		75			100			100		100			7 11 ...	1 14 9
Nyoung-wine, ...		1865		24		24	10	24			24				75		175			250			250		250			10 6 8	3 2 ...
Pah-let, ...		,,		10		10	5	10			10				50		75			125			125		125			12 5 ...	5 ... ...
Kway-gyoung, ...		1866		53		53	22	53			53				100		275			375			375		375			7 1 2	1 14 2
Tanee-douk, ...		1867		9		9	5	9			9				...		125			125			125		125			13 14 2	... ...
Poh-pah, ...		1866		43		43	20	43			43				75		275			350			350		350			8 2 2	1 11 10
Aing-mah-gyee, ...		1865		31		31	13	31			31				25		150			175			175		175			5 10 3	... 12 10
An-damah, ...				...		25	...	...			25				...		...			...			...		...			... ...	... ...
Meek-lat, ...				...		25	...	...			25				...		...			...			...		...			... ...	... ...
Obo, ...				...		12	...	...			12				...		...			...			...		...			... ...	... ...
Shoay-Pyeen-gone, ...				...		17	...	...			17				...		...			...			...		...			... ...	... ...
Kyoung-pah, ...				...		10	...	...			10				...		...			...			...		...			... ...	... ...
Pranyce, ...				...		15	...	...			15				...		...			...			...		...			... ...	... ...

BENGAL ASIATIC SOCIETY LIBRARY

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS (VILLAGE SCHOOLS) *for the year ending 31st March* 1868—*(continued.)*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			26		
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each language at the close of the year.					Monthly rate or rates of Fees.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.					
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.	Latin.			From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.				Current.	Extraordinary.	Total.			Total cost.			Cost to Government.		
Prome Vernacular, ...	PROME.		26	...		26				26	...				44		.		44				44		44			..	..	..	..	..	.
Do. " ...			25	...		25				25	...				44		.		44				44		44			..	..	..	..	..	.
Do. " ...			14	...		14				14					44		..		44				44		44			..	..	..	..	..	.
Engma, ...			18	...		18				18	.				44		..		44				44		44			..	..	..	..	..	.
Pounday, ...			10	...		10				10	..				44		..		44				44		44			..	..	..	..	..	..
Kossoo, ...	BASSEIN.		...	47		47				...	47				125		385		510				...		510			10	10	2	2	10	6
Kaunee, ...			...	12		12				...	12				...		..		55				..		55			4	8	6	..	..	..
Kanaw-kee, ...			...	21		21				...	21				.		.		55				...		55			2	9	10	..	..	..
Kyahew-goung, ...			...	10		10				...	10				20		20		40				...		40			4	.	.	2		..
Kyo-tah, ...			...	46		46				...	46				80		125		205				..		205			4	7	3	1	11	9
Kaw-kau-pyah, ...			...	21		21				...	21				90		90		180				...		180			8	9	1	4	4	6
Kah-weh, ...			...	10		10				.	10				40		60		100				...		100			10		.	4		..
Kgoo-too, ...			...	13		13				...	13				75		35		110				...		110			8	7	4	5	12	3
Tsee-lah, ...			...	15		15				...	15				40		40		80				...		80			5	5	4	2	10	8
See-byoo-quin, ..			...	12		12				...	12				45		25		70				..		70			5	13	4	3	12	
Shan-gian, ...			...	15		15				...	15				40		50		90				...		90			6			2	10	8
Gnoe-mau, ...			...	35		35				...	35				60		40		100				...		100			2	13	8	1	11	5
Too-pa-loo, ...			...	21		21				..	21				...		50		50				..		50			2	6	1	..		

Statistical Return of ADDED SCHOOLS *of the* LOWER CLASS (VILLAGE SCHOOLS) *for the year ending* 31*st March* 1868—*(continued.)*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			26		
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each language at the close of the year.					Monthly rate or rates of Fees.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.					
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.	Latin.			From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.		Current.	Extraordinary.	Total.					Total cost.			Cost to Government.		
Too-pa-lah, ...	BASSEIN.			14		14					14						40				40				40			2	13	8	...	...	...
Tau-koo, ...				23		23					23				45		35				80				80			3	7	7	1	15	3
Tin-dah, ...				37		37					37				50		50				100				100			2	11	2	1	5	7
Sy-chee, ...				12		12					12				20		...				20				20			1	10	8	1	10	8
Nau-pe-heh, ...				70		70					70				100		483				583				583			8	5	3	1	6	10
Ne-lau, ...				21		21					21				42		50				92				92			4	6	1	2	...	...
Pua-thing, ...				52		52					52				130		117				247				247			4	12	...	2	8	...
Moe-koo, ...				36		36					36				50		25				75				75			2	1	4	1	6	2
Moe-sah, ...				9		9					9				...		50				50				50			5	8	10	...	...	...
Mergay-lahah, ...				25		25					25				30		30				60				60			2	6	4	1	3	2
Mee-thway-tike, ...				29		29					29				50		...				50				50			1	11	7	1	11	7
Yoe-plau, ...				30		30					30				30		80				110				110			3	10	8	1	...	...
Ray-kian, ...				20		20					20				40		50				90				90			4	8	...	2	...	...
Kyone-khyoung, ...				...		13					...				...		...				..				.						...	...	...
Pay Beng, ...				...		20					...				...		...				...				...						...	...	...
Aeng-mat, ...				...		5					...				...		...				...				.						...	...	...
Shoay-khyoung, ...				...		13					...				...		...				..				.						...	...	...
Myat-lay-khyoung, ...				...		15					...				...		.				...				..						...	...	...
Moung Tha, ...				...		35					...				...		...				..				..						...	...	...
A la Mon, ...				...		6					...				...		...				...										...	...	...

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS (VILLAGE SCHOOLS) *for the year ending 31st March* 1868—*(continued)*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Name of Institution.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of Pupils studying in each language at the close of the year.					Monthly rate or rates of Fees.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.	
			Burmese.	Karens.	Others	Total.			English.	Burmese.	Karen.	Latin.			From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.		Current.	Extraordinary	Total.					Total cost.	Cost to Government.
Leh kop, ...	BASSEIN,			42		42					42				75		90		165				165					3 14 7	1 12 6
Kau kloo lau, ...				20		20					20				30		30		60				60					3	1 8 .
Tha boo lau ...				19		19					19				40		40		80				80					4 3 4	2 1 8
Tha mat-akyah, ...				60		60					60				60		85		145				145					2 6 8	1 ... ...
Adalouk, ...				10		10					10						40		40				40					4	... ...
Pera choung, ...				43		43					43				60		45		105				105					2 7 ...	1 6 3
Poo-choung, ...				17		17					17				50		50		100				100					5 14 1	2 15 ...
Tin goung, ...				21		21					21				40		50		90				90					4 4 6	1 14 5
Yeh goung gyee, ...				7		7					7				20		20		40				40					5 11 5	2 13 8
Kyen gyoung, ..																												... ...	...
Choung Byah, ...				12		12					12				30		30		60				60					5	2 8 ..
Sin koo, ...				17		17					17								30				30					1 12 2	.. .
Tsetarah, ...				30		30					30				38		18		56				56					1 13 10	1 4 3
Pantanaw, ...				20		20					20				45		25		70				70					3 8 ...	2 4 ..
Peenaqum, ...				25		25					25				75		80		155				155					6 3 2	3 . ...
Laylou, ...				8		8					8								40				40					5	..
Meepabkamah, ...				7		7					7				30		30		60				60					8 9 1	4 4 6
Geh kalee, ...				30		30					30				60		40		100				100					3 5 11	2
Hoe lau, ...															..														
Paw ta-sin, ...				..							..				...													.. . .	

Statistical Return of AIDED SCHOOLS *of the* LOWER CLASS (VILLAGE SCHOOLS) *for the year ending 31st March 1868—(concluded)*

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			26		
			Number of pupils on the Rolls at the end of the year.						Number of pupils studying in each language at the close of the year.						Receipts during the year.								Charges incurred during the year.					Annual cost of educating each pupil.					
NAME OF INSTITUTION.	Locality.	When established.	Burmese.	Karens.	Others.	Total.	Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	English.	Burmese.	Karen.	Latin.		Monthly rate or rates of Fees.	From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.		Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total cost.			Cost to Government.		
Weh-soo, ...	BASSEIN.			...		...					...				...		...				...				...			...	...	...	...	...	...
Great plains, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Man-da-goung, ...				30		30					30				26		26				52				52			1	11	8	...	13	8
Kwe-byah, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Kerrachee, ...				...		...					...				40		...				40				40			...	...	...	...	...	...
Tau-ku-lah, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Kan-gyee-douk, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Than-po, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Khyoon-pyau, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Oo-choung, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Kin-dah, ...				...		...					...				...		...				...				...			...	...	...	...	...	...
Kway-daw-khyoung,				...		20					...				...		...				...				...			...	...	...	...	...	...
Kara-gyee, ...				...		5					...				...		...				...				...			...	...	...	...	...	...
Toung-yu-kyoon, ...				...		7					...				...		...				...				...			...	...	...	...	...	...
Leh-pas-gen, ...				...		12					...				...		...				...				...			...	...	...	...	...	...

Statistical Return of AIDED NORMAL SCHOOLS *for the year ending* 31*st March* 1868.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.	Latin.		
Pwo Karen Normal,	Rangoon,	1860		41		41	37	41	...	...	...	..	...	...
Pwo Karen Normal, ...	Bassein,			...		21	..	..	.	...	...	...	...	...
Karen Normal and Industrial, ...	Do.	1853		59		..	52	60	32	27	...	...	...	...
Karen Young Men's Normal, ...	Toung-oo,	1853		121		121	33	33	23	60	19	19	121	8 As.
Karen Normal Theological, ...	Do.	1853		92		92	82	..	..	..	92	...		8 As.
Karen Normal, Dine-woon-quin, ..	Maulmain,	1845		64		64	64	64		64	64	...		...
Karen Normal, ...	Henzadah;			...		..	.	..	...	.	...		.	...

Statistical Return of AIDED NORMAL SCHOOLS *for the year ending* 31*st March* 1868—*(concluded)*

			12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
NAME OF INSTITUTION	Locality.	When established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.	
			From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.	Total.				Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
Pwo Karen Normal, ...	Rangoon,	1860	500	..	1,241 6 3	...	...	..	1,741 6	...	2,242 6	... 1,430* 7	3,672 13	...	...	1,931 7	54 11 ... 12 3 1
Pwo Karen Normal, ..	Bassein,		...		.	...	..	...	...	...	...	...	...	...	...	...	...
Karen Normal and Industrial, ..	Do.	1853	1,500	..	4,458 2 7	624 13 7	6,583	...	2	6,572 1 9	...	...	6,572 1 9	10 14 6	...	109 8 6	25 ...
Karen Young Men's Normal,	Toung-oo,	1853	1,800	..	486 8 ..	736 13	... 3,023 5	.		921	...	... 2,102 1	3,023 5	...	...	.	.. 91 9 10 54 8 8
Karen Normal Theological,	Do.	1853	600	...	1,949 5 11	...	...	...	2,548 5 11		1,932 5 11	616	... 2,548 5 11	...	...	...	... 27 11 2 6 8
Karen Normal, Dine-woon-quin,	Maulmain,	1845	1,000	540	150 ...	.	134 9 6	1,824 9 6			1,824 9 6	...	.. 1,824 9 6	...	..	..	28 8 1 15 10 ..
Karen Normal, ..	Henzadah,		...	.	...	.	...	..	...	..	...	...	...	...	...	...	...

* For a new School building.

Statistical Return of AIDED FEMALE SCHOOLS *for the year ending* 31*st March* 1868.

1	2	3	4	5	6	7	8	9	10	10A	10B	10C	10D	11
NAME OF INSTITUTION.	Locality.	When established.	Number of pupils on the Rolls at the end of the year.				Average number of pupils attending daily.	Average number of pupils on the Rolls Monthly.	Number of pupils studying in each language at the close of the year.					Monthly rate or rates of Fee.
			Burmese.	Karens.	Others.	Total.			English.	Burmese.	Karen.	Latin.		
St. John's School, ...	Rangoon,	1860	35	24	60	119	100	105	60	59	...	...	...	5 Rs.
St. Joseph's School, .	Maulmain,	1847	38	.	70	108	102	102	108	...	...	...	...	6 Rs.
Karen Female Institute, ...	Toung-oo,	1857		50		50	25	25	18	50	28	22	50	1 R.
D'Oyley Burmese Girls' School, ..	Do.	1858	40	. .	2	42	14	14	14	2	...	...	...	1 R.
S. P. G. Girls' School, ...	Rangoon,	1866	66	.	23	89	57	68	89	89	...	...	...	None.

Statistical Return of AIDED FEMALE SCHOOLS *for the year euding* 31*st March* 1868—*(concluded.)*

			12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
NAME OF INSTITUTION.	Locality.	When established.	Receipts during the year.								Charges incurred during the year.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.	
			From Government.	Proceeds of Endowments.	Subscriptions and Donations, &c.	Fees and Fines, &c.			Total.		Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
St. John's School, ...	Rangoon,	1860	1,500	...	300 ...	2,400	... ...		4,200	... ...	4,500 ...	400	... ...	4,900	...	700 ...	46 6 ...	14 4 6
St. Joseph's School, ...	Maulmain,	1847	1,500	...	321 ...	6,304	... ...		8,125	... ...	6,242 ...	1,670	... ...	7,912	213	... ...	77 9 1	14 11 3
Karen Female Institute, ...	Toung-oo,	1857	1,440	...	516 3	121	2 ...		2,077	5 ...	750 ...	1,730	... ...	2,480	...	402 11	99 3 2	57 9 7
D'Oyley Burmese Girls' School, ...	Do.	1858	360	120	370 ...	1,256	13 6		481	8 6	1,625 5	2,106	13 6	...	...	... ...	150 7 9	25 11 5
S. P. G. Girls' School, ...	Rangoon,	1866	1,000	...	101 ...	3,034	... ...		4,134	... ...	2,790 ...	1,340	... ...	4,134	...	... ...	41 1 6	14 11 1